DOCUMENT RESUME

ED 197 342 CS 205 580

TITLE	A Course of Study in English Language Arts for Grade Two.
INSTITUTION	Rochester Public Schools, Minn.
PUB DATE	80
NOTE	134p.: For related documents see CS 205 578-584.
AVAILABLE FROM	Curriculum Office, Rochester Public Schools, Rochester, MN 55901 ($12.00: Contact Associate Superintendent for Instruction for information regarding purchase of quantities).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cognitive Processes: *Concept Formation: Curriculum Guides: Developmental Programs: *English Curriculum: *Grade 2: *Language Arts: Primary Education: Resource Materials: Sequential Approach: *Teaching Methods

ABSTRACT

This third in a series of seven related teaching guides that together outline a public school district's English language arts curriculum for kindergarten through grade six focuses on a course of study for grade two. The guide explains the district's overall philosophy and teaching goals and the philosophy behind the development of a curriculum that emphasizes the importance of language arts as a process that should be interwoven with every curriculum area. Also presented are a curriculum diagram, a scope and sequence chart, and resources for the second grade teacher. The major part of the guide presents additional resources, activities, and teaching techniques that emphasize such concepts as perception, listening, writing, and the structures and mechanical conventions of language. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, a list of recommended films, spelling lists, and a selection of practices used by teachers in the district. (AEA)

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A COURSE OF STUDY

in

ENGLISH LANGUAGE ARTS

for

GRADE TWO

Rochester Public Schools
Rochester, Minnesota
1980

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TITLE IX POLICY STATEMENT

It is the policy of School District 535, Rochester, Minnesota, to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person in District 535 shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, status with regard to public assistance, or disability to be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or activity, or in employment, or recruitment, consideration, or selection, therefor, whether full time or part time, under an educational program or activity for which the school is responsible.

Statement of Philosophy and Goals
Adopted by the Rochester Public Schools

1. Develop intellectual curiosity and a positive attitude toward learning.

2. Master basic skills of reading, writing, speaking, and listening.

3. Master basic skills in mathematics.

4. Develop the ability to think creatively, logically, and critically.

5. Develop an appreciation and respect for the worth and dignity of every individual.

6. Develop an awareness and understanding of people of other races, creeds, nations, and cultures.

7. Develop an appreciation of the American heritage and an understanding of the role of citizens in a democracy.

8. Develop a feeling of student pride in achievement and progress.

9. Develop the student's feeling of positive self-worth, security, and self-assurance.

10. Develop an appreciation of fine arts including music, art, and literature.

11. Develop an understanding of the world in which we live and the physical laws which govern it.

12. Develop a concern for the conservation of natural and human resources and the preservation of man's environment.

13. Develop an understanding of good physical health and well being.

14. Develop abilities and interests which will lead to a productive future.

15. Develop the ability to use tools, techniques, and strategies of learning.

MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Dr. Everett M. Walton
Associate Supt. for Instruction

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PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company). Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children who have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood CLiffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in the spelling guide should be adjusted to fit the child's ability to master the work and, therefore, to experience success. The district curriculum guide for spelling, SUCCESS IN SPELLING, outlines the approach for teaching the Basic and Stretch Lists. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential: they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling," Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the components of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

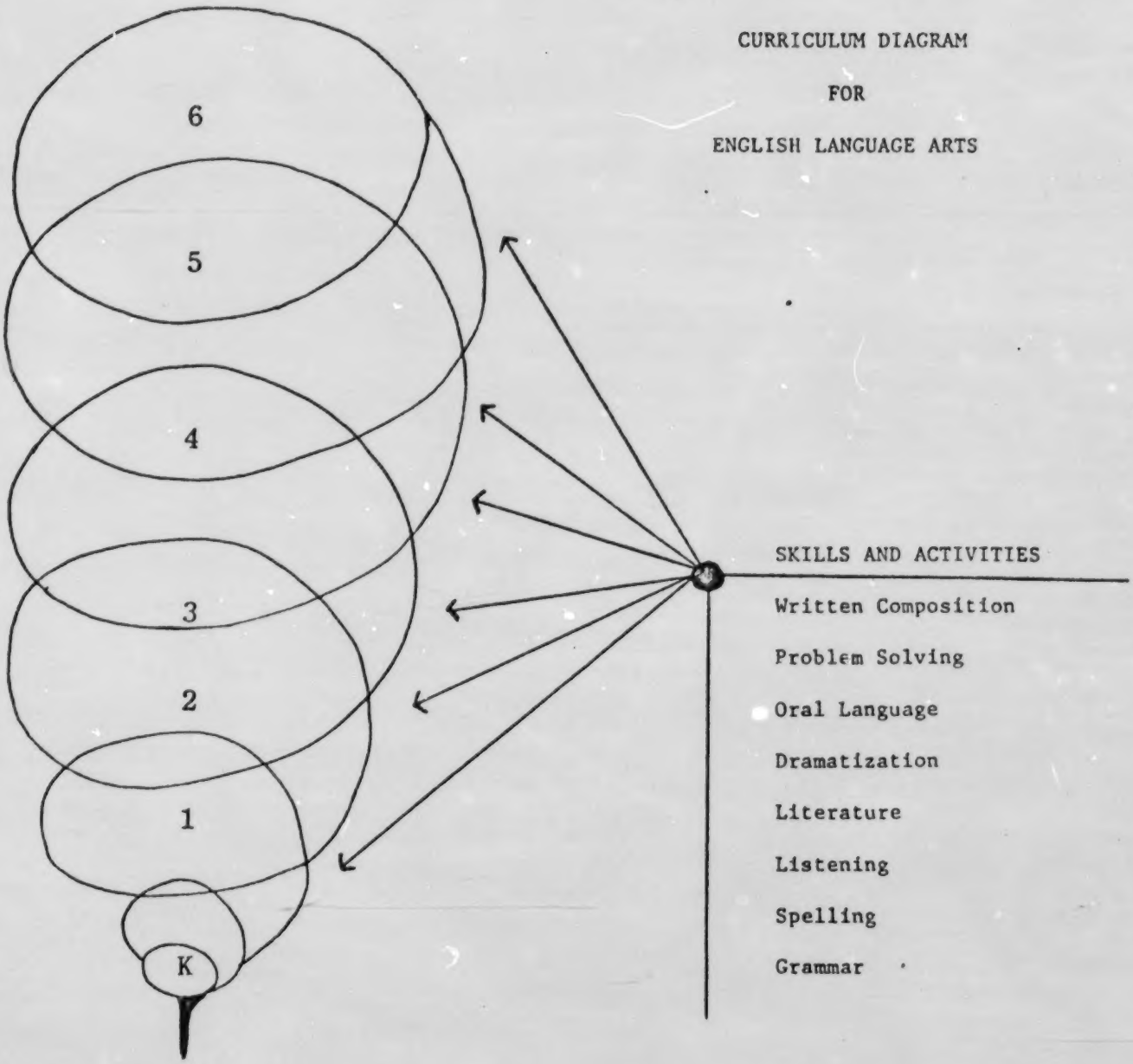
Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM

FOR

ENGLISH LANGUAGE ARTS



MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

SKILLS / LEVELS	K	1	2	3	4	5	6	7
I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feelings affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings								
II. LISTENING								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	M	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	M	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS / LEVELS	K	1	2	3	4	5	6	7
II. Listening - Cont.								
Listen for main ideas, details, and the answer to specific questions	I	I	F	F	F	M	M	M
Listen to build vocabulary	I	I	F	F	F	M	M	M
Listen to follow sequence in a story, play, lecture, or demonstration	I	I	F	F	M	M	M	M
Listen to distinguish between the true and make-believe	I	I	F	F	M	M	M	M
Listen for story development, tuneful words and rhythm	I	F	F	M	M	M	M	M
Listen to visualize descriptive and dramatic passages	I	F	F	M	M	M	M	M
Listen to respond to the mood of the story	I	F	F	M	M	M	M	M
Listen to distinguish between fact and opinion			I	I	I	F	F	F
Listen for supporting evidence of a speaker's statement					I	F	F	F
Listen for evidence of prejudice and bias					I	F	F	F
Listen to evaluate propaganda by checking observable facts					I	F	F	F
Listen to be aware of the person's style of speaking					I	F	F	F
III. ORAL AND BODY LANGUAGE								
Increase vocabulary	X	X	X	X	X	X	X	X
Expand language patterns	X	X	X	X	X	X	X	X
Use speaking experience for enjoyment of stories, rhymes, etc.	X	X	X	X	X	X	X	X
Develop conversation skills	X	X	X	X	X	X	X	X
Develop effective speech habits and courtesies in group discussions	X	X	X	X	X	X	X	X
Speak with ease	X	X	X	X	X	X	X	X
Use language for self-expression	X	X	X	X	X	X	X	X
Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection		X	X	X	X	X	X	X
Organize thoughts to make meaningful speech	X	X	X	X	X	X	X	X
Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
IV. WRITTEN LANGUAGE								
Compare written language with listening and speaking	I	I	I	F	F	F	F	M
Record our thoughts in creative ways	I	I	F	F	F	F	M	M
Write with a purpose	I	I	I	F	F	F	F	F
Choose correct words that say what we mean	I	I	I	I	F	F	F	F
Enjoy the writing experience	I	I	F	F	F	F	F	F
Establish mood or impression						I	I	F
V. HISTORY								
History of the language				I	I	F	F	F
Classification of languages						I	F	F
Comparing and contrasting languages						I	F	F
Influence of other languages					I	F	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
VI. USAGE (Refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
IX. LITERATURE/COMPOSITION FORMS								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	X
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
X. CAPITALIZE								
I and contractions made with I		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F	M	M	M
Words used in place of names						I	F	F
Names of buildings, parks, companies, sacred books, religion				I	I	F	F	M
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area					I	I	F	F
First word in the greeting, closing of a letter, and address		I	I	F	F	M	M	M
First word of direct quotation					I	F	F	F
First word in outline headings and subheadings					I	F	F	F
XI. PUNCTUATION								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
XI. Punctuation - Cont.								
Comma to set off some introductory words, phrases, and clauses				I	I	F	F	M
Comma before connector							I	F
Apostrophe in contractions		I	I	F	F	M	M	M
Apostrophe in possessives			I	I	F	F	M	M
Exclamation mark at end of exclamatory sentence and interjections		I	I	F	M	M	M	M
Colon in business letter and preceding list					I	F	F	M
Hyphen in compound words and dividing words at the end of a line				I	F	F	M	M
Dash between inclusive numbers			I	I	F	M	M	M
Underline in book, magazine, and newspaper titles					I	F	F	M
Quotation marks to enclose short stories, poems, songs, articles, chapters of books					I	F	F	M
XII. PARAGRAPHING (Refer to Appendix E.)								
Indenting			I	F	F	F	M	M
Leaving margins			I	F	F	M	M	M
Paragraphing according to main idea					I	F	F	F
XIII. DICTIONARY/THESAURUS								
Multiple definitions			I	I	F	F	F	M
Alphabetical order		I	I	F	F	M	M	M
Use of guide words				I	F	F	F	M
Use of phonetic respellings and pronunciation key				I	F	F	F	M
Abbreviations for parts of speech					I	F	F	M
XIV. LETTER WRITING								
Friendly letter and envelope form			I	F	F	M	M	M
Business letter and envelope form					I	F	F	M
Thank you notes	I	I	I	F	F	M	M	M
Invitations		I	I	F	F	M	M	M
XV. PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

Grade 2

Media	Company	Unit
	CLASSROOM	
Books		
Language for Daily Use - 2	Harcourt Brace Jovanovich	30
Language for Daily Use - 2 T.E.	Harcourt Brace Jovanovich	1
Communicating	Heath	30
Communicating - T.E. (1 record)	Heath	1
Storyland Favorites	Laidlaw	15
Storyland Favorites - T.E.	Laidlaw	1
Story Train	Random House/Singer	15
Story Train - T.E.	Random House/Singer	1
Happiness Hill	Merrill	15
Happiness Hill - T.E.	Merrill	1
The Arbuthnot Anthology of Children's Literature	Scott Foresman	1
Time for Poetry	Scott Foresman	1
The First Book of Poetry	Franklin Watts	1
Slithery Snakes and Other Aids to Children's Writing	Appleton-Century Crafts	1
A Thousand Topics for Composition: Revised, Elementary Level	NCTE	1
From Thoughts to Words	NCTE	1
Wishes, Lies, and Dreams	Random House/Singer	1
Language Games, Level 2	Instructional Fair	1
Instant PEP for Language	International Society for General Semantics	1
Stage	Education Services	1
Flair	Education Services	1
Cornering Creative Writing	Incentive Publications	1
The World of Language - T.E.	Follett	1
Success in Spelling	District 535	1
Handwriting Course of Study	District 535	1
Dictionaries		
In Other Words I	Scott Foresman	3
Richard Scarry's Storybook Dictionary	Golden Press	2
A Charlie Brown Dictionary	Prentice-Hall Co.	2
Weekly Reader Beginning Dictionary	Grosset & Dunlap	2
My Word-Clue Dictionary	Macmillan	15
Puppets		
Copycat	International Fair	1

Media		Company	Unit
		SCHOOL IMC or READING CENTER	
Books			
	The Laidlaw Reading Program	Laidlaw	
	Ginn and Company	Ginn	
	Paperbacks (multiple copies and sets)		
	Creative Writing Masters, Level 2	Instructional Fair	1 set
	Creative Dramatic Handbook	NCTE	1
Cassettes			
	Listening Skills Program I-b	SRA	1
Kits			
	Photo-Discovery Sets, No. 1, 2, 3, 4, 5		1
	Kit of Puppets		1
	On State: Wally, Bertha, and You	EBF	1
		A-V CENTER	
	(Within parentheses is the amount of time each item may be checked out.)		
Kits			
MM-93	Learning Language Skills, III	McGraw-Hill	5 (1 month)
	Interaction Activity Cards (Grade 2) (Refer to A-V Guide and order by packet number: IA-12A, IA-22B, IA-32C, IA-4D, IA-52E, IA-62F, IA-72G)	Houghton-Mifflin	4 (1 month)
SFS-504	Frances Series	BFA	5 (1 month)
C-1488	Open-Ended Stories (Cassettes 1,5,7,8,9,11)	International Tapes	6 (2 weeks)
MM-12	Plays for Echo Reading	Durrell-Murphy	5 (1 month)
SF-201	Children's Folk Tales: Series 6 (FS1,3,4,6)	Milliken	5 (2 weeks)
SF-200	Children's Folktales: Series 2	Milliken	5 (1 month)

Media		Company	Unit

A-V CENTER

Kits (cont'd)

MM-172 through MM-177	Leir Level II (Units I-VI)	Encyclopedia Britannica	(1 month)
MM-71 through MM-90	Instant Readers (Refer to A-V Guide, p. 256)		(2 weeks)

Films

F-8-75	"Dragon Stew"
F-4-237	"The Elephant Eats, The Penguin Eats: Nouns"
F-4-258	"Monkey See, Monkey Do: Verbs"
F-4-108	"Rapunzel"
F-4-533	"Hello Up There"
F-4-585	"How the Whale Got Its Throat"
F-4-587	"How the Elephant Got His Trunk"
F-4-535	"The Ugly Duckling"
F-8-267	"Listening"
F-4-256	"The Tale of the Ground Hog's Shadow"
F-4-649	"Punch and Jonathan"
F-4-539	"The Puppet Show Caper"
F-4-460	"Communication: A First Film"
F-4-676	"The Point of View Movie"
F-12-876	"A Pupil-Centered Classroom" (30 min.) (in-service film)
F-8-119	"Word World"

Sound Filmstrips

SF-1180	"Jack and the Beanstalk"
SF-1186	"The Lion and the Mouse"
SF-1818	"Pinocchio"
SF-1820	"Thumbelina"
SF-1835	"The House Disappears"

Filmstrips

FS-1586	"Hercules, Hardie Gramatky"
FS-2894	"Jack and the Beanstalk"
FS-3013	"The Ugly Duckling"
FS-3019	"The Lion and the Mouse"
FS-83	"Punctuation Marks"
FS-52	"Introducing English"
FS-195	"Capitalization: Don't Hide in Trees, Please!"

Media	Company	Unit

A-V CENTER

Cassettes/Records

C-765	"You Read to Me, I'll Read to You"
C-755	"The Red Shoes; The Swineherd"
C-751	"The Tinder Box; The Drop of Water"
C-752	"The Juniper Tree: The Seven Ravens"
C-747	"The Emperor's New Clothes; The Constant Tin Soldier"
C-753	"How the Whale Got Its Throat; How the Camel Got His Hump"
C-739	"The Old Woman and Her Pig; Jack and the Beanstalk; The Three Wishes and Teeny Tiny"
C-228	"Rapunzel"
C-232	"Snow White and the Seven Dwarfs"
C-530	"Treasury of English Fairy Tales"
C-573	"Yertle the Turtle"
C-640	"Just So Series"
C-566	"The Tortoise and the Hare"
C-603	"Aesop's Fables"
C-159	"The House at Pooh Corner"
C-582	"Poems and Songs for the Very Young"

Study Prints

SP-55	Children Around the World
SP-64	A Child's World of Poetry #11
SP-65	A Child's World of Poetry #12

Booklets

BL-4	More Paper Bag Puppets

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

PERCEPTION
PROBLEM SOLVING
HUMAN RELATIONS

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To understand that how we perceive things depends upon who we are, where we are, how we feel (mood), and to what we are comparing things.
2. To realize that our language has many different words for describing what we see, hear, taste, feel and smell.
3. To strive toward understanding various emotions.
4. To find solutions to conflicts.
5. To utilize the thinking skills of comparing--contrasting, classifying--categorizing, and generalizing.
6. To recognize the importance of all kinds of work.
7. To develop a positive understanding of other cultures.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 7, 10, 11

2. Communicating, Heath
   Tasting, p. 17
   Personal Experiences, pp. 19, 37, 45, 47, 89, 96, 111, 143, 159
   Metaphors, pp. 161, 163, 176
   Similes, pp. 85, 86, 92, 108
   Making comparisons, pp. 108, 163
   Describing emotions, pp. 92, 93
   Imaginary sounds, pp. 18, 94
   Seeing relationships between objects, pp. 44, 45
   Using the Senses, pp. 94, 117, 166, 167

3. The World of Language, Follett (T.E.)
   Shape and Size, pp. 6-29
   Language That Goes, pp. 50-53
   Color, pp. 54-69
   Sound, pp. 70-85
   Taste and Smell, pp. 90-105
   Touch, pp. 106-119
   Language That Reaches Out, pp. 120-123
   Language That Makes Pictures, pp. 156-159
   Human Relations, pp. T8, T12, T32, T52, T56, T70, T90, T96, T118, T130, T134, T146, T166, T170

4. Arbuthnot Anthology of Children's Literature
   Poems: "Mud," p. 146
   "Galoshes," p. 146

5. Time for Poetry
   Poems: "Mud"
   "Galoshes," pp. 371, 372

6. From Thoughts to Words
   Riddles for Springtime, pp. 32-34

7. Instant Pep for Language
   Metaphors, pp. 57-61
   Judgmental Statements, pp. 51-53
   Indexing, pp. 19-22

8. Flair
   Sound poems, p. 120
   Chinese tangrams, pp. 114-116
   Quickie Sensory Suggestions, p. 41
   Blobbo Bugs, p. 95

9. Cornering Creative Writing
   Making Things Seem Alive, pp. 38-40
   Doodle Bug, pp. 53-56
   Feeling Forecast, pp. 61-62
   Haiku Happenings, pp. 67-68
   Color Splash, pp. 47-48
   Employment Agency, pp. 57-58

10. Filmstrips
    #3013 "The Ugly Duckling" (A-V Center)
    #1818 "Pinocchio" (A-V Center)

11. Films
    #4-395 "Hailstones and Halibut Bones" Part I (A-V Center)
    #4-396 "Hailstones and Halibut Bones" Part II (A-V Center)
    #8-267 "Listening" (A-V Center)
    #4-535 "Ugly Duckling" (A-V Center)
    #4-533 "Hello Up There" (A-V Center)

12. Kits
    Frances Series (A-V Center)
    Interaction Activity Pak I-b (A-V Center)
    "Packet 2-a"
    Learning Language Skills III (A-V Center)
    "Miss Pennypuffer's Taste Collection"
    "Mr. Dippety's Shape Collection"
    Leir Level II (A-V Center)

13. Library Books
Happiness Is a Warm Puppy, Charles Schulz
Walter, the Lazy Mouse, M. Flack
The Boxcar Children, Warner
Charlotte's Web, E. B. White
Did You Carry the Flag Today, Charlie?, Caudill
A Mud Snail's Son, Betty Litton
Angelo the Naughty One, H. Garrett
Indian Two Feet, Frisby
Granny and the Indians, Parish
What Can She Be?, (Series), Gloria Goldreich
What Happens?, (Series) Arthur Shay
What It's Like, (Series) Anne Rockwell

(Note: Refer to the literature resource section of this guide for other selections on cultures.)

HELPFUL ACTIVITIES:

1. Let children observe the clouds. Have them tear from paper a cloud shape as they see it. Children share these shapes with each other and discuss how differently each child perceives an object. Maybe followed up with "It Looked Like Spilt Milk," Nature Stories, paperback, pp. 9-17.

2. Create Blobbo Bugs. (See Flair, p. 95.) Through these creations, discuss the difference between descriptive words that are relative and those that are absolute. Example: how fat?
how big?
how round?

Use "Doodle Bug" center. See Cornering Creative Writing, pp. 53-56.

3. Compare shapes and sizes. Use the poems "Mud" and "Galoshes" to introduce descriptive words.

4. Order Interaction Activity Pak, Packet 2-a for use with guide activities #5 - #10.

*5. Construct a sense box in which are placed objects to feel or smell. Examples: cotton puffs, feathers, ice cubes, sandpaper, sponges, soap, pencil erasers, plants, and soda straws. Children may be blindfolded and asked to describe these objects using many different characteristics.
Example: soda straw--long, thin, smooth
Correlate with "Mystery Touch Box," p. 112, The World of Language, Follett.
"Taste and Smell Riddle," p. 101
Use in conjunction with health unit on senses.

6. Select a type of candy. Examples: marshmallow circus peanuts
foil wrapped chocolate eggs
Allow the children to examine their pieces. Ask the children to complete the following open-ended phrases in oral or written form:

It looks like.... The wrapper looks like....
It feels.... The inside looks....

It smells.... It smells like....
It tastes like.... It tastes like....It tastes better than....
It sounds.... When we eat it, we make a....sound

Share "Jelly Beans," The World of Language, Follett, p. T64. This is a good station activity to help children become aware of how our five senses are used in learning.

*7. Tell why:
the same noise may be loud or soft
the same pole may be heavy or light
the same perfume may have a nice or unpleasant smell
Check the individual understandings of how perception depends upon where the listener is, who is smelling, who is the doer.

8. Prepare a bulletin board or flannel board. List the five senses: hear, smell, taste, touch, see on paper balloons, rockets, footballs, etc. On each shape, have children place words or phrases correlating with that sense. Some words will fit in more than one category. Example: sour, bitter--taste
growling--hear
like a rose--smell
bean-shaped--see
--touch

9. Set up a senses station. Place animal cutouts to represent each of the senses on a chart. Example: owl--seeing
skunk--smelling
In a large box, place objects children have brought from home. Have the children choose an object and place it under the correct sense. Ask children to classify all the objects in the box.

*10. Mount individual pictures of different fruits or vegetables on colored 12" x 18" sheets of paper and include a sheet of handwriting paper below each one. Have each child select a prepared sheet and relate his perceptions of the pictured object. Work for different descriptive words: It Smells Tastes
Looks Feels

11. Show the film "Hello, Up There" (A-V Center). Have the children do one of the following activities.
a. Draw a picture showing
how you feel when you are angry
how you feel when your parents fight
what it feels like to love
b. Write a story titled
The Time I Was Most Angry
Happy
c. Pantomime a feeling and have the class identify it.

12. The following are subjects for discussion or creative writing intended to help individuals express their emotions.
    a. How would you feel if
        the color of your hair changed to blue every time you were sad?
        you were a piece of bubble gum?
        your pencil made music?
    b. How do you feel
        when you're waiting for your birthday to come?
        when a riddle is too hard?
        when someone teases you?
        when there's a crash of thunder and you say, "Oh, that's nothing."?
    c. What would happen if
        people forgot how to cry?
        peas tasted like candy?
        you put on a mask that would not come off?

13. Create a "Feeling Forecast" center. (See Cornering Creative Writing, pp. 61-62.) This center is to help students express how their feelings are affected by weather conditions.

14. Combine water and cooking oil in a pyrex pan. Place this on an overhead projector. Turn on some music while you add drops of food coloring. Blow on the liquid with a straw. Have the children relate their impressions.
    Use Flair, pp. 67-68, as a related activity.

15. Display pictures on a bulletin board for "Warm Fuzzies" and "Cold Prickles." Illustrations are given in T.A. For Tots and Other Prinzes, Freed (available in book stores). Allow child to share his personal "fuzzies and prickles." Consider these words in your discussion:

cuddly	moan	shadowy
tickle	whimper	misty

    Show the film "Ugly Duckling" to discuss the importance of being accepted and what individuals would consider "fuzzies and prickles" in this film.

16. Set up a station using the Frances Series (sound filmstrip kit) and the corresponding books by Russell Hogan from the library. Allow each child to work with a selection and create his own booklet explaining how he would react to a similar situation.

17. Use "Hailstones and Halibut Bones" in film and written form. Dramatize various portions to interpret individual feelings triggered by color. Correlate with "Color Splash" center ideas, Cornering Creative Writing, pp. 47-48.

18. Designate a career week. Each child may select a different type of work which he might consider as an adult. If several children pick the same occupation, discuss what other types of jobs he might consider and their importance. Each child may prepare a report on his selection using resource books. He may bring props or make a paper hat to use in his role playing. Introduce each child as a guest worker who has come to tell what his job involves.

19. Set up an "Employment Agency" station. See p. 57 of Cornering Creative Writing for the directions. Consider "What's Your Line?" in Cornering Creative Writing, pp. 137-138, to write descriptions of specific occupations.

20. Introduce "Haiku Happenings," Cornering Creative Writing, pp. 67-68, to help children express their feelings about nature.

21. Display pictures of children representing different cultural groups. Read the poem in The World of Language, p. 54. Follow the suggested activities, pp. T57-T58.

22. Read these poems to the class:

a. Color

Wear it like a banner
For the proud,
Not like a shroud.

(Discuss shroud as a cover up or to cover from view.)

Wear it like a song
Soaring high
Not moan or cry.

Langston Hughes

b. All One

There are birds of many colors,
red, blue, green, yellow,
yet all one bird.

There are horses of many colors,
brown, black, yellow, white,
yet all one horse.

So cattle; so all living things,
animals, flowers, trees.

So men in this land,
where once were only Indians,
are now men of every color,
white, black, yellow, red,
yet all one people.

- Hiamovi, Cheyenne Indian Chief

(Taken from Communicating, Level 3, Heath)

Discuss individual interpretations of these poems.

23. Tear selected pictures from Ebony or Ebony Jr. Have the students choose a picture and cut it apart to make a puzzle. Write descriptive sentences about the picture.

24. Have the students choose one of Ezra Jack Keat's books.
Examples: Hi Cat
Letter To Amy
Peter's Chair
Allow them to sketch their favorite page in charcoal.

25. Explain how the Chinese puzzle called a tangram was used to create images. Explanation is given in Flair, pp. 114-116. Allow the children to work in pairs to create their own images. Follow up with verbal or written stories. (Correlate with social studies.)

26. Order Leir Level II Kit. Refer to Teachers' Guides in this kit for selections on language experiences.

27. Language For Daily Use has lessons on introducing people, using polite words, and being thoughtful, pp. 129-134.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LISTENING
ORAL-WRITTEN EXPRESSION
ORAL EXPRESSION
PRACTICAL WRITING
CREATIVE WRITING
BODY LANGUAGE
CREATIVE DRAMA

CONCEPT: Language is communication.

AIMS:

1. To differentiate between half listening and listening.
2. To encourage oral and written expression.
3. To help children feel at ease when talking before a group.
4. To develop voice intonation, enunciation, and voice control.
5. To help children explore drama as a means of self-expression.
6. To motivate individual creativity.
7. To help children learn to respond to what we read, view, and hear.
8. To develop the ability to enrich oral expression through the use of body language.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1, 2, 3, 4, 5, 8, 10
2. Communicating, Heath
   "Chain-Rhyme," p. 54
   Tongue-Twisters, pp. 55-56
3. The World of Language, Follett
   Movement, pp. 30-49
   Song: "I'm Gonna Jump," pp. 50-51
   "Half Listening," pp. 84-85
   "Language That Sings Out," p. 86
   Listening, pp. 134-137
   "Never, Never," pp. 142-164
4. Stage
   Choral Reading, pp. 24-39
   Musical Interpretation, p. 59
   Pantomime, pp. 75-79
   National Child Safety Week, p. 84
   Creative Dramatics, pp. 40-52

LISTENING
ORAL-WRITTEN EXPRESSION
ORAL EXPRESSION
PRACTICAL WRITING
CREATIVE WRITING
BODY LANGUAGE
CREATIVE DRAMA

5. Slithery Snakes
   Topics in Writing, p. 18
   Specials, p. 20
   Nonsense Titles, p. 23
   Dwarf Poems, p. 50

6. Flair
   Author's Registry, p. 3
   Creative Writing Notebooks, p. 5
   Writing Islands, pp. 15-16
   Learning About Authors, p. 26
   Writing to Authors, p. 27
   Author of the Week Showcase, p. 29
   Writer's Exchange, p. 31
   Crazy Animals, pp. 42-43
   Letters, pp. 146-149
   Tongue Twisters, p. 157

7. Instant Pep for Language
   Tone, pp. 1-5

8. Cornering Creative Writing, Imogene Forte

9. Films
   #4-460 "Communication: A First Film" (A-V Center)
   #8-531 "Evan's Corner" (A-V Center)
   #4-649 "Punch and Jonathan" (A-V Center)
   #4-539 "The Puppet Show Caper" (A-V Center)
   #8-119 "Word World" (A-V Center)

10. Filmstrips
    Troll Associates 425 "Introducing English" (A-V Center)
      (Order by title)
    #1835 "The House Disappears" (A-V Center)
      (Cassette and filmstrip)

11. Kits
    Interaction Activity Cards I-b (A-V Center)
      Packets 2-b; 2-c; 2-d; 2-e
    On Stage: Wally, Bertha, and You (IMC)
    Open-Ended Stories (A-V Center) (Cassettes)
      #1, 5, 7, 8, 9, 11
    Photo-Story Discovery Sets, #3, #5 (IMC)
    Kit of Puppets (IMC)
    Northwestern Bell Telephone Unit
    Listening Skills Program, Primary Level I-b (IMC)
    Leir Level II (A-V Center)

12. Creative Writing Masters Level 2 (IMC)

13. Library Books
Hand Talk: An ABC of Finger Spelling and Sign Language, Remy Charlip
A Rocket In My Pocket, Carl Withers
What Happens When You Mail A Letter, Arthur Shay
Listen! and Help Tell The Story, Bernice Wells Carlson

HELPFUL ACTIVITIES:

1. Have the children develop their own class guidelines for good listening. To set a conducive environment for good listening, see that there are as few distractions as possible and that the children are comfortable. The following points could be discussed:
   a. watching the speaker
   b. thinking of what the speaker is saying
   c. being ready to talk about what has been said

*2. Use Tape 1, Side 1 from the Listening Skills Program, Level b, to observe the listening responses of individual children and determine their listening abilities and further needs.

3. Ask the children how talking to someone on the phone differs from a face-to-face conversation. Have them develop good phone etiquette through role playing. Write situations on strips of paper for calling and answering. Allow each child to practice these situations with a partner.

4. Use the telephone unit prepared by Northwestern Bell to provide students an opportunity to learn and practice the following:
   a. how to use the telephone directory,
   b. proper use of the telephone,
   c. how to speak and carry on a phone conversation, and
   d. what to do in an emergency.

   (Introduce this unit with the film "Communications: A First Film.")
   (This unit consists of a film, "Telezonia" - which is available through Northwestern Bell, a filmstrip - "How To Use The Telephone," and teletrainers.)

5. Language for Daily Use, p. 135, has a lesson on using the telephone.

6. Show the film "Listening." Divide the class into small groups. Allow each group to take a cassette recorder and select a special area outdoors or in the school. Have them record the sounds they hear during a fifteen-minute period. Share the recording of each group to build an awareness of the auditory sense.

7. For listening practice, have a child beat a certain number of times on a drum and call on another child to clap back the same number of beats. If he responds correctly, he may become the next drummer. Use Interaction Activity Pak, I-b (Packet 2-b; 2-c) at A-V.

*8. Construct two crowns. Label one "speaker" and the other "echo." Select two children to wear the crowns and stand in opposite corners. The "speaker" says something in a natural tone. The "echo" repeats the same words. This could be used to check for accurate listening.

*9. Play "Listen Carefully." Provide each child with a blank sheet of paper. Give sample directions to follow:

Example:
a. Draw a green line near the top of your page.
b. Draw a purpose cat near the middle of your page.
c. Write the first letter of your name on the left-hand side of your page.

10. Select the activity cards on commercials from Interaction Activity Pak, I-b (Packet 2-e). Help children to recognize how commercials use sales pressure.

11. Use Listen! and Help Tell the Story, Carlson, for listening activities in which the children respond physically or vocally to what they hear. The following are examples:
"Five Royal Penguins," p. 24
"Ten Fingers," pp. 34-35
"Let's Pretend," pp. 60-61

12. Conduct a "Readers'--Interpreters' Theatre." Have one child read a selection and ask the other class members to interpret what is read through pantomime.

13. Play "Holiday Game." Choose one child to be the guesser and stand in front of the room with his back to the class. The leader points to one child to come forward and say, "Happy Valentine's Day" ("Happy Halloween" or "Merry Christmas"). If the child can identify the speaker, he continues to be the guesser. If he doesn't recognize the voice, the guesser sits down and the speaker takes his place.

14. Ask the children to draw a Snizzlewigger. Then write answers to the following questions:
a. Where does it live?
b. What does it like?
c. What would you do with it?

15. Compile a class birthday book. During the week in which a child's birthday occurs, post the basic information about this individual. The following guidelines could be used:
    a. Where he was born
    b. When he was born
    c. Where he lives
    d. How many people live at his house
    e. His favorite food, hobby, sport
    f. A greatest wish

    During each particular week that this activity is used, have each class member write a biography about the birthday child and draw a picture to accompany his writing. At the end of the year, each child could be given his biography.

16. The class could compile "A Giant Class News Booklet," writing summaries periodically of class activities. During the year, each child could have an opportunity to add his contribution to the booklet. This is a fun review of the school year to share during the last week.

*17. Construct a family scrapbook or a "Me Booklet." Each child draws a picture of the members of his family and pets. He could write a short story about each one. They could include pictures of their homes, to be displayed at open-house time. The parents could guess which home belongs to them. Make a "Me Tree." Refer to On Stage: Wally, Bertha and You, Construction Card #39 for directions.

18. Use this poem to experiment with different voice inflections.

"Have You Ever Seen????"

Teacher: Have you ever seen a hippo in a hat?
Class: A hippo in a hat???? Just imagine that!
All: I have NEVER seen a hippo in a hat!

Teacher: Have you ever seen a house full of hay?
Class: A house full of hay??? Did you say a house full of hay???
All: No! Not any day!--I have NEVER seen a house full of hay!

Teacher: Have you ever seen a horse asleep in the hall?
Class: A horse asleep in the hall??? A horse sleeps in a STALL!
All: I have never seen a horse asleep in the HALL!

Teacher: Have you ever seen a hen in a hive?
Class: A hen in a hive? OH, MY SAKES ALIVE!!!!
All: I have never seen a hen in a hive!

Teacher: Have you ever seen a hog blow a horn?
Class: A hog blow a HORN??? As sure as you're born!
All: I have never seen a hog blow a horn!

(Taken from Osage School Pamphlet)

19. Create a tongue twister station. Write each one on a cutout figure. Instruct individuals to practice for speed and accuracy.

a. Two treetoads tied together tried to trot to town.
b. A big black bug bit a big black bear.
c. Fred fetches fresh fish each Friday.
d. Six slippery snakes slide slowly South.
e. Wicked witches will whisk switches.
f. Chief sheep section.
g. The sizzling sun shines on six swinging shop signs.
h. Peter pared the peel from the pile of pears in the pail near the pool, then poked them with a pole.

(Taken from A Treasury of Games by Carl Withers, Grosset and Dunlap)

i. A mellow yellow fellow has a jelly belly.
j. Eskimos hardly ever enjoy enchiladas.
k. Expect extra expenses.
l. Yippee--a yellow yo yo!

(Taken from "The Electric Company")

Note: Additional tongue twisters may be found in A Rocket in My Pocket by Carl Withers.

20. Tape-record choral reading and speaking done by the class. Play the tape for the children's enjoyment. Keep in mind that choral reading and choral speaking should be done for pleasure rather than for drill. The following poems lend themselves to this activity:

a. All: "Pop-pop-pop!"
1: Says the popcorn in the pan;
All: "Pop-pop-pop!"
2: "You may catch me if you can!"
All: "Pop-pop-pop!"
3: Says each kernel, hard and yellow;
All: "Pop-pop-pop!"
4: "I'm a dancing little fellow."

All: "Pop-pop-pop!"
5: "How I scamper through the heat!"
All: "Pop-pop-pop!"
6: "You will find me good to eat."
All: "Pop-pop-pop!"
7: "I can whirl and skip and hop."
All: "Pop-pop-pop-pop!

pop!
pop!
POP!"

Louise Abney

Selection from Choral Speaking Arrangements for the Lower Grades by Louise Abney and Grace Rowe, published by Expression Co., Boston, MA.

b.

boys
The pickety fence
The pickety fence
Give it a lick it's
The pickety fence

girls
Give it a lick it's
a clickety fence
Give it a lick it's
A lickety fence

boys
Give it a lick
Give it a lick
Give it a lick
With a rickety stick

girls
Pickety
Pickety
Pickety
Pick

by David McCord

c.

Grandfather Frog

girls Fat green frog sits by the pond,
Big frog, bull frog, grandfather frog.

boys Croak--croak--croak.

girls
Shuts his eye, opens his eye,
Rolls his eye, winks his eye,
Waiting for
A little fat fly.

boys Croak, croak.

girls
I go walking down by the pond,
I want to see the big green frog,
I want to stare right into his eye,
Rolling, winking, funny old eye.

solo But oh! he hears me coming by.

boys Croak--croak--

all SPLASH!

by Louise Seaman Bechtel

21. Additional choral readings may be found in Stage, pp. 24-39 and in Interaction Activities Pac I-b, Packet 2-b (A-V).

22. Begin a photo book when school starts. Compile a section of pictures showing the different curriculum areas. Write a caption explaining each photo. Begin the second section titled "Student for Today." Choose a student for that day. Place a photo and story about him on an individual page. Permit him to take the book home for the night after his paper is completed. Have him share his school day with his family.
(Verda Tschritter)

23. Cover a box with gold foil paper and conceal a mirror inside it. Tell the children that when it is opened, they will see something inside the box that is worth a million dollars. Ask them to share what they think is inside the box. Have them share these thoughts with the class. Then let them pass by the box and see their own reflections in the mirror.
(Mrs. Barbara Wittlief)

24. Read the story or show the film "Evan's Corner" to the children. Talk about it and relate the story to their own personal experiences. Have each child pretend that Evan's Corner is his corner. Let him draw how he would fix his corner, creating a place of his own. Have him tell how he would use it.

25. To introduce the children to some practical purposes for writing, select from the following ideas. Compile these selections in the individual composition folders for each child.

*a. Have the children write a description for a lost pet column in a newspaper. Discuss what information is needed to clearly identify your pet.

b. Make various greeting cards, birthday cards, and get-well cards as occasions arise.

c. Write invitations, thank-you notes, letters requesting permission, or friendly letters. Write a model letter as a class. Use pupil sheets #8, #9 (Appendix).

d. Have a pen pal exchange, for the year, with another class in your building.

*e. Record a simple letter on a cassette tape. Have the child write the letter as he hears it.

f. After a field trip to Oxbow Park, make posters to advertise the park. Put down any information that will attract people there. Discuss the importance of neatness, attractiveness, clarity of message, and use of pictures in transmitting your message to the viewer.

*g. Let the children write letters to actually send through the mail. Plan a field trip to the post office to see how important it is to address mail correctly. Each child may purchase his own stamp and mail his letter. Read <u>What Happens When You Mail A Letter</u>, Shay.

26. Have the children make pictures of "never-never" flowers. Tell them that there never was a never-never flower, but they will create one. Ask them to close their eyes and imagine what the "never-never" flower could be. No one will have a flower just like that of someone else. It will be their very own. Write stories about them. Correlate with pp. 142-164 of The World of Language, Follett.

27. Use a large box or appliance crate to construct a creative writing center. Inside, place a variety of creative writing triggers to select from. These could be placed in packets hanging on each inside wall.

28. Consider these hints for creative writing:

    a. Instead of having creative writing at a set time during the day, have creative writing at different times.
    b. Have creative writing for pleasure.
    c. Assemble "show-off booklets" of children's writings for class display.
    d. Feature student creative writing as a "Special Show and Tell Session."

29. Select from the following "Alphabet" of Creative Writing Triggers to aid children in expressing their individual creativity. Compile these throughout the year into individual composition folders.

"Alphabet" of Creative Writing Triggers

    a. What is a Zouch?
    b. My Best Birthday was...
    c. Why Grandmothers and Grandfathers are so nice.
    d. A hole is...
    e. How does a tree feel in the winter?
    f. How would you feel if your parents never punished you when you were naughty?
    g. Why is a door like a book?
    h. Why is a sunset like a dessert?
    i. Why is a spoon like a car?
    j. Would you rather be a raindrop or a kite? (In the spring, in the summer, in the winter, on a mountain top, on an island?)
    k. How many different ways can a bell be used?
    l. What would happen...
        if every flower in the world were yellow?
        if cows had manes like lions have?
        if cats could bark when they wanted to?
        if all the shoes in the world were the same size?
    m. If I could be any animal in the world...
    n. My pet dog...
    o. My favorite day...
    p. My talking frog...
    q. Oops!
    r. Bang!
    s. A sudden crash...

t. If I were a bubble...
u. If I were one inch tall...
v. If your desk could talk, what would it say about the things you put into it? How does it feel on Saturday?
w. A scary cave...
x. If I were half an inch tall...
y. If I took a ride in a dream bus...
z. Odds and ends.

30. Use "Chicken Chatter," Cornering Creative Writing, pp. 43-44, as a center on writing creative dialogue.

31. Use the following "Open-Ended Stories." Order individually, by title, from the A-V office, for two weeks.

a. Tape #1 "Where's Casey?"
- Use Individual Lesson Sheet, p. 3.
- Make a poster of Nebo and Casey.

b. Tape #5 "Get the Job Done"
- Use Individual Lesson Sheet, p. 7.
- Through creative dramatics, reinact the story and allow the class to share their endings.

c. Tape #7 "What's Cooking?"
- Use Individual Lesson Sheet, p. 9.
- Set up a station titled "Saturday Afternoon is For----."
- Have each child tell or demonstrate how to make his favorite food.
- Make a "paper-roll movie" titled "What Would We Do If It Rained Every Saturday?"

d. Tape #8 "The Last Play"
- Use Individual Lesson Sheet, p. 10.
- Correlate with the Minnesota Vikings season.

e. Tape #9 "The Hungry Tree"
- Use Individual Lesson Sheet, p. 11.
- Before the class comes in the room, hide the cassette behind a cut-out figure of a tree. Make the tree with a face, using a hole the size of a baseball for its mouth. Play the tape from behind the tree so it appears that the tree is talking.
- Lead the class in a discussion in which the students share their own experiences where something of their's had disappeared.

f. Tape #11"A Balloon's Adventure"
- Use Individual Lesson Sheet, p. 13.
- Attach a helium-filled balloon to a listening center.
- Create a station titled "A Balloon's Adventure."
- Correlate with the Creative Writing Masters, (IMC).
- Display the Copycat puppet and encourage the students to hold a conversation between the puppet and a balloon.
- Use Language Games, Level 2, for additional ideas.

32. Explore these approaches to creative writing.

    a. Have each child place an original writing on carbon. Let individuals cut apart the original story; place it in an envelope; exchange it with a partner. Ask each child to try to place it back in sequence. Pupils check the work for each other using the carbon copy.

    b. Write story starters on paper fish. Attach a paper clip to each one and let each child fish for a story starter. He may record, tell, or write the story he creates.

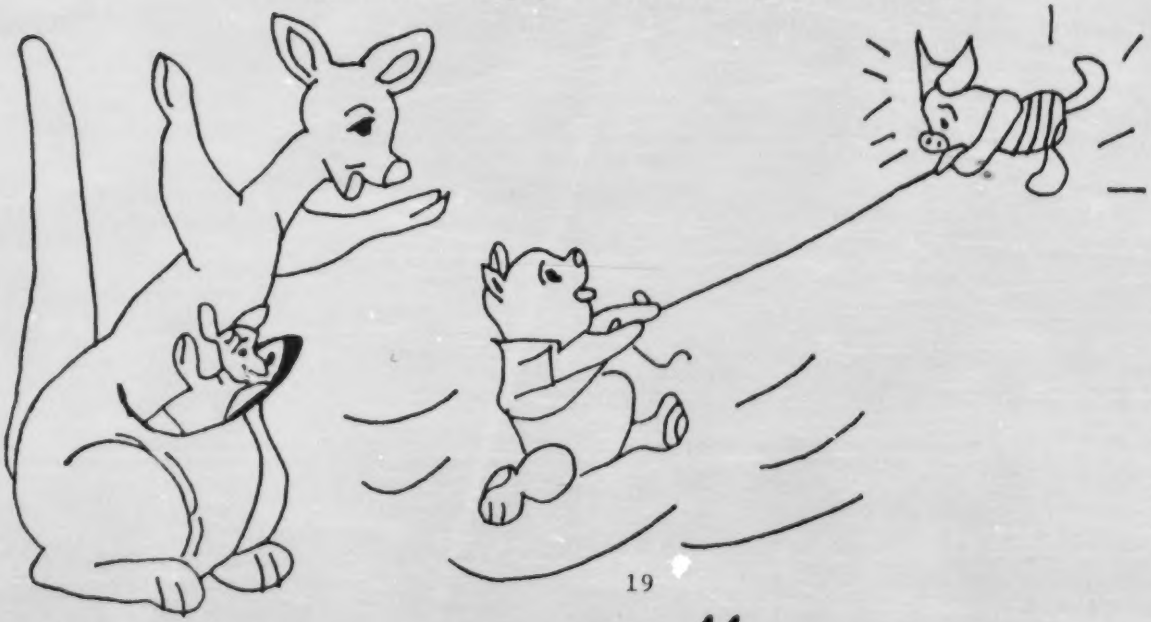
    c. Construct a "Magic Pencil." Use an empty towel roll. Place a pointed drinking cup, designed as a pencil point, on one end. Use an inverted nut cup for the eraser end. Write selections from creative writing triggers on strips of paper and place them inside the magic pencil.

    d. Wrap a box to look like a gift. Place title from creative writing triggers (see #20) inside. Let children lift off the top and select a title.

    e. Use a large bag with story starter ideas placed inside. Label it, "In this bag are no tricks, they are treats." Allow children to reach in and grab a creative writing idea. Select titles from nonsense titles Slithery Snakes, p. 23.

*33. To practice responding to directions, place "secret messages" throughout the room for the children to follow. This could be done much like a scavenger hunt.

34. Let children experiment with body language using poetry. "Cat," by Mary Britton Miller, Time for Poetry, p. 94, lends itself well to this activity. This activity could include painting the cats in any pose and writing cat stories.



35. Experiment with this selection for expression through body language.

Grumpety Groans

There once was a man named Grumpety Groans,
And would you believe it--he had no bones!

From top to toe, there were no bones at all,
And his head rolled around like a rubber ball!

He wibbled and wobbled when he walked,
And he spoke very slowly when he talked.

And when he yawned, his mouth was so wide
That twenty gumdrops could hide inside.

And when his shoulders started to sag,
He looked like a great big burlap bag.

His arms would dangle, his chin would drop,
And his jelly-like legs would flippity-flop.

Grumpety Groans went strolling one day,
And the sun was so hot he just melted away!

Louise Binder Scott

36. Use the song "I'm Gonna Jump" to encourage individual expression in movement.

37. See Stage, pp. 40-52, for additional ideas on creative dramatics and body language.

38. Have the children experiment with different approaches for sharing books and enjoying literature. Example: Provide a time once a week when all the children choose a partner and select a secret spot in the room. The two partners share the book by reading aloud to each other. Have the children choose a different partner each week.

39. Order Interaction Activity Pak I-b, Packet 2-d (A-V) to be used throughout the section on creative dramatics and body language.

40. Obtain the skeleton of an old T.V. set or construct one from a large box. Use this as an aid in oral communication to help children feel at ease in sharing before the group. To increase the volume of the speaker, pretend to turn the volume button on the T.V.

41. Have children pantomime action words such as scamper, slither, glide, snicker, etc.

42. Introduce the puppets Bertha and Wally through the "Icebreaker" section of On Stage: Bertha, Wally and You (IMC). This kit provides many opportunities for helping children use their imaginations. It also has excellent material for building self-confidence both in a group and before a group. It provides creative learning experiences in all oral language areas.

43. Devise a code for reminding soft-spoken children to speak louder. It could be an original code or one taken from a prepared code. Example: Morse Code.

44. Have the children place an imaginary long distance call to anyone in the world. Let them choose someone they would like to call. This activity would lend itself well to the teletrainers included with the Northwestern Bell Unit.

45. Prepare cards for a station activity with captions taken from Creative Writing Masters (IMC). Display these cards with the copycat puppet to give children ideas of what Copycat might want to say. Use this as an introductory activity in working with puppets. Show the films "The Puppet Show Caper" and "Punch and Jonathan" to help your class plan a puppet show. Use the Kit of Puppets (IMC) as a resource.

46. Allow children opportunities to act out, either silently or verbally, one of the following:

    a. peers
    b. teachers
    c. story-book characters
    d. T.V. personalities

47. Have the child pretend that he is -

    a. A coconut hanging high in a tree.
       Ask him to show how he feels and what might happen to him.

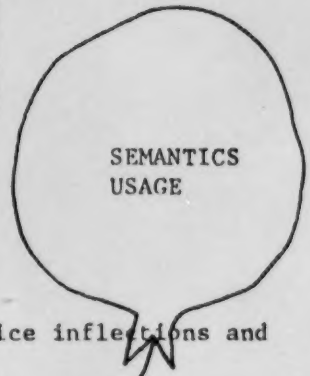
    b. A waterfall.
       Ask him where his travels will take him.

    c. A volcano ready to erupt.
       Ask how he feels before and after the eruption, and what will happen to the things and people around him.

48. Contact the Civic Theatre or AAUW Special Interest Volunteers for a resource person to work with creative dramatics.

49. Order Leir Level II Kit. Refer to Teachers Guides in this kit for selections on language experiences.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CONCEPT: Language is constantly changing.

AIMS:

1. To demonstrate how we draw inferences from voice inflections and facial expressions.
2. To define the meaning of opposites and practice recognizing antonyms.
3. To introduce the concept of similar words and provide practice in recognizing synonyms.
4. To explain and provide practice in using the metaphors of comparison, exaggeration, or the idiom to express meaning.
5. To recognize the origin of certain compound words.
6. To identify homonyms-homophones (words which sound alike, but differ in meaning and spelling) and provide practice in using them.
7. To explore examples of ambiguity in our language.
8. To help children become aware of appropriate usage in oral and written communication.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2, 3, 4, 5, 7, 8, 9, 10
   (See "How Our Language Grows.")
2. Communicating, Heath
   Synonyms, pp. 32, 44, 45, 86, 92, 138, 181
   Antonyms, pp. 119, 181
   Metaphors, pp. 161-163, 176
   Similes, pp. 18, 85, 92, 94, 108, 161, 176
   Usage, pp. 93, 109, 63, 88, 154
3. The World of Language, Follett (T.E.)
   Change, pp. 126-133
4. Flair
   Idioms, metaphors, and similes, pp. 106-109
5. Instant Pep for Language
   Metaphorical Language, pp. 59-61
   Inference vs. Fact, pp. 39-44

SEMANTICS
USAGE

6. From Thoughts to Words
   Homonyms, pp. 61-63
   Antonyms, pp. 64-66
   Synonyms, pp. 67-70 (Note the error on p. 67: The first word of the first paragraph should by synonyms rather than homonyms.)

7. Wishes, Lies, and Dreams
   Metaphors, pp. 143-147
   Comparisons, pp. 87-90

8. Success In Spelling Provides lists in compound words and antonyms.

9. Kits:
   Interaction Activity Pak I-b, Packet 2g
   Learning Language Skills III, Teacher's Guide, pp. 37-41

10. Library books:
    More Synonyms, Joan Hanson
    More Antonyms, Joan Hanson
    More Homonyms, Joan Hanson

HELPFUL
ACTIVITIES: 1. Select one child at a time to reply with an "oh," to the following phrases. Have the group observe how the facial expressions and voice tones change with the situation.

As if someone has stepped on your foot....
As if you are sleepy....
As if your mother is calling you to get up in the morning....
As if someone is giving you a candy bar....
As if your father says he is taking you to a baseball game....
As if your father says you can't go after all....
As if someone hits you....
As if your mother has told you to turn off the TV now....
As if you are angry....
As if the dentist hits a nerve....
As if you fell off your bike....
As if you are petting your dog or cat....
As if you take a bite of something you do not like....

2. Have each child think of a situation calling for a particular response. Let him act out the response and have the other children try to guess the situation. Example: You have just been sprayed with a garden hose.

*3. Play the game "Words to Thoughts." On orange and blue cards, write word opposites. As a class, alphabetize the orange cards. Give each child several cards from the blue set. As the orange cards are called off, the student who has the blue card (with the opposite) places it beside the orange card and gives the two words. Tape the two cards together and display.

(Dorothy Greseth)

4. Place squares of colored paper on each side of a picture photo cube. List antonyms on the paper. Have the child turn the cube and find pairs of antonyms. He may list or illustrate them. This is a good station activity. Variations for the use of the photo cube include spelling, contractions, or compound words.

(Joan Davis)

*5. Make a hopscotch game. On the various divisions, write words that have synonyms, such as odor, jump, friend, and shine. The child throws a bean bag. He gives a synonym for each word on which his bean bag lands.

Example:

(on the game)	(possible responses)
odor	smell
jump	leap
friend	pal
shine	glow

Score as a regular hopscotch game.

6. Write similes using Halloween terms.

Example: As black as....
- shadows
- a witch's kettle
- a tarred road
- the pupil of an eye

As spooky as....
- a rattling window
- a cobweb
- an empty house
- fog

7. Prepare a bag with some of the following articles:

pencil	book	salt shaker
stapler	rope	elastic
clothespin	egg beater	aerosol can
ketchup bottle	tube of toothpaste	ball

Title your collection "A Bundle Full of Giggles and Wiggles." Pull out an object and ask the children to make themselves into this shape. Then ask them to move the way it moves. Ask each child to select one article and create a simile in oral or written form. Example:

Tip and shake like a salt shaker.
Wiggle like a rope.
Twist and turn like an egg beater.

8. Play "Compound Old Maid." Cut squares of tagboard. Put one part of a compound word on each card (either pictures or written words) to complete a deck. Color code the lists and ask the players to compose a word by using one card of each color. Deal the deck to the players. The child may lay down any matches that create compound words. Examples for the deck:

List #1	List #2
fish	hook
top	coat
finger	nail
bird	house
cup	board
light	house
foot	ball
rain	bow
cow	boy
straw	berry

9. Play "Catch Copycat." (Use rules for "Go To The Dump.") Make two decks of cards on which are written homonyms.
Example: Deck 1 Deck 2

see	sea

Shuffle the cards. Deal five cards to each player. Place the remaining cards on the table face down. Each player takes his turn and asks "Do you have____?" If the person asked has that homonym, he must relinquish it. The player receiving the card shows both cards and pronounces them. If the person asked doesn't have a card to lay down, he replies "Catch Copycat." He must then draw a card. The winner is declared when all the cards are paired.

10. Write a homonym in each section of an egg carton. Have each player toss a button into the carton. The player must use the marked homonym correctly in a sentence. He earns a point for each correct response. The first player to get six points is the winner of the match. Let capable students work with less capable children.

11. For April Fool's Day, have the children make cards for their parents. On the card, illustrate <u>literally</u> a chosen compound word.

Other words might include:

football	icebox
barndance	matchbox
salad dressing	hamburger stand
pancake batter	piggy bank
toothbrush	pencil box
ball park	watch band
horse fly	basketball

12. Discuss ambiguous statements similar to the following to show that our language doesn't always mean what it says.

    Have you ever been in hot water?
    Have you ever been in the soup?
    Get on the ball!
    Have you ever been in the doghouse?
    I'm hungry enough to eat a horse!
    It's raining cats and dogs.
    I'm tickled pink.
    I'm all ears.

    Many times one word can mean more than one thing.

    What does some milk mean?
    Put an X over the girl.

    Follow up by having children make a chalk illustration to show individual interpretations of these statements.

13. Give children the following "Background Information": Punctuation marks, capital and small letters, and regular spacing are unique to the written language. These are all man-made additions which have made writing easier to read. These changes came about gradually over a period of many years in order to develop a perfect system of recording language.

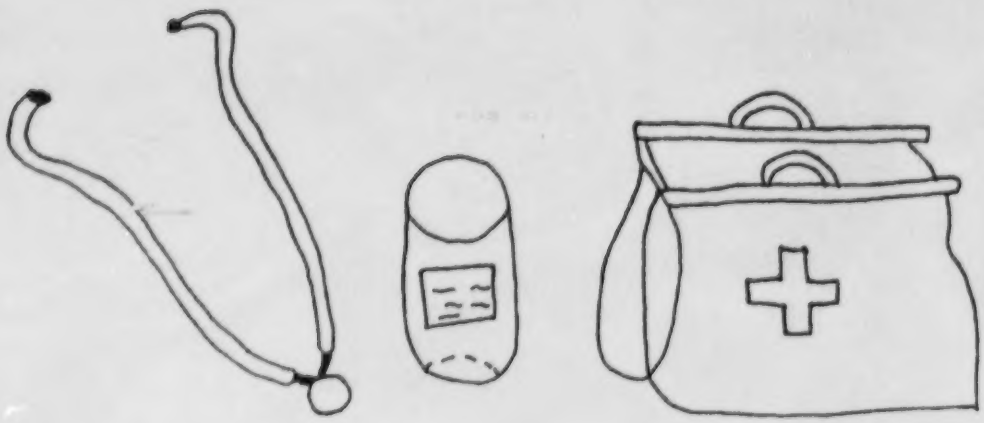
    Put up these 2 posters. Discuss how they are different. Why is one easier to read? Then have the pupils add the punctuation to Poster 2 and ask if this has changed the poster.

Poster 1	Poster 2
Whatcanyoumakecanyoumake somethingIneedIcannotmake allthethingsIneed	What can you make Can you make something I need I cannot make all the things I need

14. Construct a "Dr. Fix-It" bag from black construction paper. Place paper "pills" inside the bag, on which are written cures for common usage mistakes. Example: has have had
When the need arises for correcting a particular usage error, come in with your bag and tell the children that the doctor has a remedy for their ills. Use the drill response pattern of children repeating the sentence you say, while keeping the prescribed pill visible.
Example: Teacher: He has a new bike.
Children: He has a new bike.

(Esther Schmidt)

15. Refer to the Oral and Written Usage Problems section in the appendix throughout the entire year.



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

SENTENCE STRUCTURE
COMPOSITION STRUCTURE

CONCEPT: Language has a variety of structures.

SKILLS:

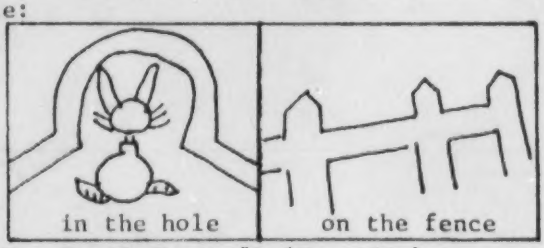
1. Create a standard sentence with two basic parts (noun and verb phrases).
2. Change noun and verb forms to show a change in number.
3. Expand a simple standard sentence by adding other words and phrases.
4. Differentiate between a complete and incomplete thought.
5. Make a meaningful sentence by careful word arrangement.
6. Distinguish between asking and telling sentences through meaning, appearance, and intonation.
7. Recognize that complete sentences must have a sequence to make a meaningful story.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1, 2, 3, 6, 7, 8, 9, 11
2. Communicating, Heath
   pp. 44-50
3. The World of Language, Book 2 (T.E.), p. T51
4. Success In Spelling, provides lists in plural nouns, verbs, verbs + ing words, and prepositions
5. Kits:
   Photo-Story Discovery Set, #1, 2, 4
   Interaction Activity Pak I-b, Packets 2e, 2f
   Learning Language Skills III, Action Word Cards
6. Films:
   #4-258 "Monkey See, Monkey Do: Verbs"
   #4-237 "The Elephant Eats the Penguin Eats: Nouns"
7. Creative Writing Masters Level 2 (IMC)
   Cassettes:
   Listening Skills Program, Primary Level I-b
   Tape #5, side 1

HELPFUL ACTIVITIES:

*1. To determine the level of understanding and self-expression in sentence structure, use this as a diagnostic activity. Display phrases and pictures. Have each student build a sentence using the given phrase and picture. This could be used orally or written. Example:



*Use Pupil Sheet #1 (Appendix) as an additional diagnostic tool.

2. Divide the class into groups of three or four. On the overhead projector, write two nouns. Have each group compose a sentence using these words. Share the sentences with the class. Help the children discover that a number of different sentences can be made from the same two words. As a follow-up, select a sentence from "Pinocchio" on pages 97-106 of Communicating, Heath. Copy the words on cards and arrange them so that they are in the order of the original sentence. Then experiment with other meaningful sentences by merely shifting the words around.

3. Order Interaction Activity Pac I-b, Packet 2e (A-V office). Use these cards to set up center activities building sentences and stories.

4. Use Creative Writing Masters, Level 2, to provide opportunities for the children to apply their learnings about sentence structure or read part of a story (example: The Mousekin Cake). Have the students finish the story in written form.

*5. Use the Photo-Story Discovery Set, numbers 1, 2, and 4. Select seven cards. Arrange them so that they tell a story. Use a tape recorder to record sentences that tell the story. Use this to check individual application of expressing complete sentences and related thoughts in a paragraph.

6. Show the films, "The Elephant Eats, The Penguin Eats: Nouns" and "Monkey See, Monkey Do: Verbs" as an introduction to the terms nouns and verbs.

7. Use this activity to introduce noun and verb phrases. Choose two colors of paper and cut butterfly wings. Write noun phrases on one set of wings. Write verb phrases on the second color.

Instruct the children to build sentences by selecting a noun phrase for the first part of the sentence and a verb phrase for the second part.

This activity could be used to help children become aware of the need to use plural forms.

8. Take the children on an imaginary walk into nonsense land. Start the venture by giving singular noun forms suggested. Have them state how they would use the noun to show more than one.

tweedledum	chelephant	frobin
tweedledee	shippo	ploctopus

9. Use the "Action Word Cards" (resource #4) to help children learn the three tenses of the regular verbs. Have the child use the verbs functionally by telling a simple story as he moves through the sequence of the verbs. For additional helps, refer to the teacher's guide, pp. 62-69.

10. Arrange various objects on a table and cover them with a cloth or sheet. Choose one child at a time to take a peek. Ask him to give three concise statements describing what he has seen. Example: I see a toy. It is blue. It is smaller than a book.

*To check mastery of plurals, place two similar objects under the cloth. In addition to regular nouns as toy-toys, use nouns as goose-geese, foot-feet, tooth-teeth, man-men, mouse-mice.

11. Ask the children to listen as the following paragraph is shared:

> For lunch Mr. Eatalot had one chicken, two turkey, three ham, four cake, five pie, and six quart of milk. I can't believe he ate the whole thing.

Allow the children to determine why the story sounds incorrect and how they would change it. Summarize the concept of showing more than one in some words. The plural forms may be shared in either oral or written form. (Taken from Laidlaw, Book 2, p. 73) As an enrichment activity, hold a contest. Ask each contestant to create his "Mr. Eatalot."

*12. Use Pupil Sheet #2 (Appendix) to determine the individual student's level of achievement.

13. Select short sentences from children's compositions and show how they can be combined using words such as and, but, because, after, when, or before.

14. Choose a sentence from "Jack and the Beanstalk," Communicating, pp. 66-83. Work for sentence expansion. Example:

Start with: He jumped out of the window.

Expand with: He jumped out of the window and onto the beanstalk.

He jumped quickly out of the window and onto the green beanstalk.

He jumped quickly out of the small window and leaped onto the slippery green beanstalk and climbed until at last he reached the sky.

*Pupil Sheet #3 (Appendix) may be used following this activity.

15. Play "Track Down the Sentence." Discuss the use of the question words who, what, where and when. Tell each child to compose an asking sentence using one of the question words. Let each child roll his paper (scroll style) and hide it. Have the children play detective and when they "track down" a paper, instruct them to write a telling sentence reply.

16. Share "The Goblin," Rose Fyleman, Time for Poetry, p. 338. Play a sentence game. Have the class compose sentences using these guidelines:

Begin with a word that tells who. (Goblins)
Add a word that tells what. (Goblins danced)
Add a word that tells how. (Goblins danced merrily)
Add words that tell where. (Goblins danced merrily on the roof)
Add words that tell when. (Goblins danced merrily on the roof last night.)

(Taken from Language and How to Use It, Book 2, Scott Foresman)

17. Have a "Human Interest Question and Answer Session." Select a panel to sit facing the audience. The audience asks a question of interest to anyone on the panel. The panel member answers in a sentence. Questions may include, "What is your favorite game?" "What do you do after school?" "How many sisters and brothers do you have?"

*18. Play "I Know a Sentence." Have the children take turns composing an oral sentence. Choose another child to tell whether it is a statement or a question. As an evaluation, place asking and telling sentences on tape. Ask the children to listen to these and try to determine whether they are statements or questions.

19. Play "Scrambled Eggs." Place riddles with answers on the chalkboard or flannelboard. Ask the children to rearrange words composing a meaningful answer. For added fun, write the words on egg shapes.

Consider the following examples:

a. What time is it when an elephant sits on a little red wagon?
wagon is it for a new time

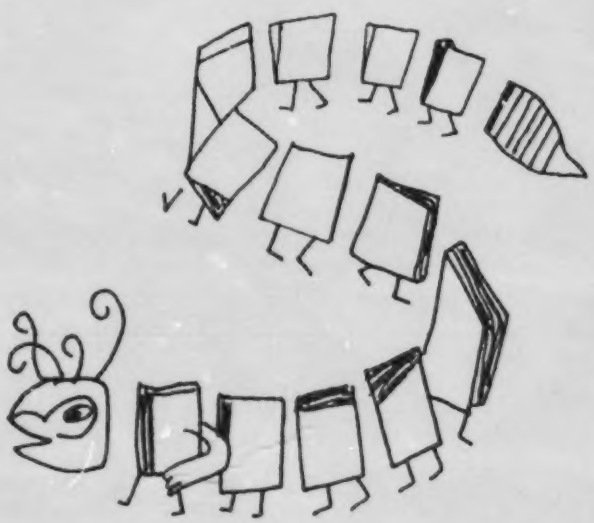
b. What is a baby after it is two years old?
is years it three old

c. What are little gray cats called in Wisconsin?
are they kittens called

d. What do lions have that no other animals have?
lions they little have

20. Use record 5, side 1 of Listening Skills Program I-b (IMC). After listening to the recording, follow the suggested activities on p. 36, Teachers Manual.

21. Cut simple Sunday comic strips into sections and have the children put them in the correct order. Correlate with Interaction Activity Pak I-b, Packet 2-f.



LITERATURE STRUCTURES

CONCEPT: Language has a variety of structures.

AIMS:

1. To help children become aware of the different literature forms.
2. To help children enjoy and appreciate various forms of literature.
3. To help children distinguish between the make-believe and the real world.
4. To help children realize that their writings can become literature.

AVAILABLE RESOURCES: Suggested Literature Selections

1. Folktales and Fairy Tales

a. Rapunzel, Grimm; Film #4-108 "Rapunzel"; Cassette #228
b. "Jack and the Beanstalk," Communicating, pp. 64-83; Jack and the Beanstalk, Ann Herring; Filmstrip #2894; Filmstrip and Cassette #1180; Tape #739
c. "The Travels of a Fox," Communicating, pp. 1-15
d. "The Elves and the Shoemaker," Story Train; The Shoemaker and the Elves, Ann Herring
e. "The Lad Who Went to the North Wind," Story Train
f. "Lazy Jack," Story Train; Lazy Jack, Joseph Jacobs
g. "The Lion and the Mouse," Storyland Favorites, pp. 7-20; Filmstrip #3019; Filmstrip and Cassette #1186
h. "Snow-White and Rose-Red," Storyland Favorites, pp. 115-133
i. Snow White and the Seven Dwarfs, Randall Jarrell; Cassette #232
j. Thumbelina, Hans Christian Andersen; Filmstrip and Cassette #1820
k. "The Red Shoes and the Swineherd," Anderson Spoken Art Set #755
l. The Tinderbox, Hans Christian Andersen; Cassette #751
m. The Juniper Tree and Other Tales from Grimm, Grimm; "The Juniper Tree," and "The Seven Ravens," Cassette #752
n. "The Emperor's New Clothes" and "The Constant Tin Soldier," Cassette #747
o. "The Three Wishes," Storyland Favorites; Cassette #739
p. Little Tiny Woman, Margot Zemach; "Teeny-Tiny," Cassette #739
q. The Old Woman and Her Pig, Paul Galdone; Cassette #739
r. "The House That Jack Built," Communicating, pp. 60-61; This Is the House That Jack Built, Rodney Peppe
s. Storytelling With the Flannelboard, Book 2, Paul S. Anderson
t. "Treasury of English Fairy Tales," Cassette #530
u. "The Clever Jackal," Language for Daily Use, pp. 156-159
v. "Pug and the Menehunes," Language for Daily Use, pp. 35-38

2. Fantasies

   a. Yurtle the Turtle, Dr. Seuss; Cassette #573
   b. Green Eggs and Ham, Dr. Seuss
   c. McElligot's Pool, Dr. Seuss
   d. The Five Chinese Brothers, Bishop
   e. Madeline's Rescue, Bemelman
   f. "Pinocchio," Communicating, pp. 97-106, 128-137; Pinocchio, Ann Herring; Filmstrip and Cassette #1818
   g. "The Little Elf," Bangs, Time for Poetry, p. 343
   h. "The Tale of Custard the Dragon," Nash, Time for Poetry, p. 318
   i. Film #8-75 "Dragon Stew"

3. Animal Stories

   a. Film #4-585 "How the Whale Got His Throat"; Cassette #753
   b. Film #4-587 "How the Elephant Got His Trunk"
   c. "How the Camel Got His Hump," Cassette #753
   d. Blaze and the Forest Fire, C. W. Anderson
   e. Danny and the Dinosaur, Hoff
   f. The Happy Lion, Fatio
   g. Thunderhoof, Syd Hoff
   h. Ski Pup, Don Freeman
   i. "How to Tell the Wild Animals," Wells, Time for Poetry, p. 286
   j. "The Runaway," R. Frost, Time for Poetry, p. 154
   k. "Just So Series," Cassette #640

4. Legends

   a. Film #4-256 "Tale of the Groundhog's Shadow"
   b. "How the Chipmunk Got His Stripes," Happiness Hill, p. 71-72
   c. The Stolen Necklace, Anne Rockwell
   d. The Dancing Stars: An Iroquois Legend, Anne Rockwell
   e. "How the Bear Lost His Tail," Storyland Favorites, pp. 37-46

5. Fables

   a. "The Rabbit and the Turtle," Communicating, pp. 38-42; Storyland Favorites, pp. 58-63; Cassette #566
   b. Film #4-126 "The Hare and the Tortoise"
   c. "The Ant and the Grasshopper," Open Doors, pp. 40-41
   d. "The Dog and His Shadow," Handwriting Book 2
   e. "The Town Mouse and the Country Mouse," Story Train; Ginn 360
      The Town Mouse and the Country Mouse, Paul Galdone
   f. "The Turtle Who Couldn't Stop Talking," Communicating, pp. 46-48
   g. "The Shepherd Boy and the Wolf," Communicating, pp. 90-91
      The Boy Who Cried Wolf, Katherine Evans
   h. "The Boy and the Wolf," Seven is Magic, Ginn 360
   i. More Fables of Aesop, Jack Kent; "Aesop's Fables," Cassette #603

6. Adventure Stories

   a. The 500 Hats of Bartholomew Cubbings, Dr. Seuss
   b. Bartholomew and the Oobleck, Dr. Seuss
   c. Winnie-the-Pooh, Milne; "The House at Pooh Corner," Cassette #159
   d. Mr. Popper's Penguins, Atwater
   e. Caps for Sale, Slobodkina
   f. Martin's Dinosaur, R. Davis
   g. Blueberries for Sal, McCloskey
   h. "Jonothan Bing," B. Brown, Time for Poetry
   i. "Grizzly Bear," M. Austin, Time for Poetry
   j. "Hercules, Hardie Gramatky," Filmstrip #1586

7. Stories of People and Culture

   a. "The Dangerous Cowboy," Communicating, pp. 27-31
   b. "A Thief in School," Communicating, pp. 144-151
   c. Whistle for Willie, E. J. Keats
   d. Snowy Day, E. J. Keats
   e. Goggles, E. J. Keats
   f. A Friend is Someone Who Likes You, J. W. Anglund
   g. Crow Boy, Yashima
   h. A Pair of Red Clogs, Miyoko Matsuno
   i. The Red Balloon, Albert Lamoirsse
   j. The Village Tree, Yashima
   k. Mei Li, Handforth
   l. Annie Pat and Eddie, Haywood
   m. Snowbound with Betsy, Haywood
   n. When I Go to the Moon, Lewis
   o. "Singing," Stevenson, A Child's Garden of Verses
   p. "Sakura," (Japanese Folksong) The World of Language, Follett - T.E., pp. 58-60
   q. Children Around the World, Study Prints (A-V Center)

   (Refer to the Human Relations Resource section of this guide for additional selections.)

8. Plays

   a. "They Boy Who Called Wolf," Seven Is Magic, Ginn 360
   b. "A Play," Communicating, pp. 155-158
   c. "Turn Off the Sun," Stage, pp. 62-72
   d. Giants and Other Plays for Kids, Syd Hoff
   e. Plays for Echo Reading (Kit from A-V Center)
   f. "The Little Red Hen," Language for Daily Use, pp. 73-76

9. Choral Reading

   a. "Open the Door," Communicating, pp. 124-216
   b. "The Owl and the Pussy-Cat," Stage, pp. 33-34

c. "The Baby Goes to Boston," The World of Language, Follett - T. E., p. 44
d. "Choosing," Language for Daily Use, p. 150
e. "Song for Summer," The World of Language, Follett - T. E. p. 51
f. "The Squirrel," The World of Language, Follett - T. E., p. 55
g. "There Once Was a Puffin," Communicating, pp. 120-121
h. "You Don't Look Like Your Mother," said the Robin to the Fawn, Aileen Fisher
i. Tale Twisters, Aileen Fisher
j. Listen! and Help Tell the Story, Bernice Carlson
k. Juba This and Juba That, Virginia Tashjian

10. Poetry

a. Hey! Bug and Other Poems About Little Things, Elizabeth Itse
b. Best Little House, Aileen Fisher
c. How to Eat a Poem, Agree
d. In the Woods, In the Meadow, In the Sky, Aileen Fisher
e. "You Read to Me, I'll Read to You," Cassette #765
f. "Poems and Songs for the Very Young," Tape #582
g. "Let's Say Poetry," Tape #97
h. A Child's World of Poetry #11, Study Prints (A-V Center)
i. A Child's World of Poetry #12, Study Prints (A-V Center)
j. A Beginning Book of Poems, Marjory Lawrence
k. Language for Daily Use, Poetry Section, pp. 141-151

Note: You may want to use the following definitions for this Literature section.

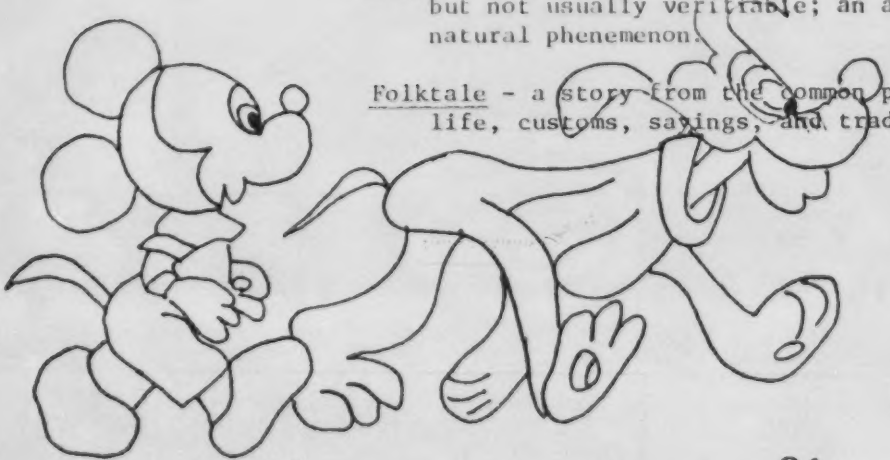
Fairy Tale - a simple story with supernatural creatures like elves, fairies, and witches.

Fable - a brief tale, usually having animals as characters, and containing a moral or a useful truth.

Legend - a story of events usually regarded as historical, but not usually verifiable; an attempt to explain a natural phenemenon.

Folktale - a story from the common people, depicting their life, customs, sayings, and traditions.

- Joanne Swenson



FOLK-FAIRY TALES
FABLES

HELPFUL
ACTIVITIES:

1. Ask children to listen to different versions of a folktale. Example: "Jack and the Beanstalk." Have the children see if the ending of this story is the same as it was the last time they heard it. Summarize the concept that folktales often have a variety of different endings.

2. Discuss the devices of repetition typical of certain folktales and ask the children to build a simple cumulative story using repetition. Allow them to dramatize their stories.

3. Experiment with individual intonation patterns. Ask each child to give his interpretation of the way certain story characters speak. Example: Using "Jack and the Beanstalk," have the children play the role of the giant, his wife, and Jack. Discuss why they think the giant sounds harsh or grumpy; why the wife sounds frightened or meek; or why Jack sounds sly and curious.

4. Identify rhyming language in Dr. Seuss books. Allow the children to observe that rhymes do not just come at ends of lines. Ask them to make rhymes using funny words. Example: Cork, Lumpety, Bip.

5. Stimulate language imagination by displaying a black and white picture from "A Friend is Someone Who Likes You." Ask the children to make the picture come alive by describing it with color.

6. After reading animal stories, ask the children to draw a picture of an animal, exaggerating certain features of the animal. Enjoy seeing how distortion of detail is sometimes used in comics and humorous literature.

7. Select imaginary names and write them on chalkboard. Ask the children to choose one of the names and tell what it is and how the name was derived. Examples:

Crabbit	Chippo
Sloctopus	Brobin
Smostrich	

8. After reading Caps for Sale, Slobodkins, have the children prepare a mobile using may different hats.

9. Set up the center "Fable Frolic," Cornering Creative Writing, pp. 59-60.

10. Use Stage to introduce creative dramatics with fables. Fables are good for beginning drama since the scenery, characters, and plots are easily identified. Try "The Town Mouse and the Country Mouse" with stick or sack puppets.

11. Using a well-known tune such as "Mary Had a Little Lamb," make up new words for it about the characters of a fable. Example:

    Once there was a foolish hare,
    Foolish hare, foolish hare;
    Once there was a foolish hare
    And a pokey tortoise, too.

    (Taken from p. 72 of "A Curriculum for English," University of Nebraska Press.)

12. Compose a list of famous animal characters from literature selections. Choose two teams. Read aloud the name of one of the animals and have the players from team A identify the type of animal and the name of the story in which the animal was found. Take alternate turns between teams A and B. Give five points for each correct answer. Example:

    Ping: duck, The story about Ping

13. Show the films "How the Whale Got His Throat" and "How the Elephant Got His Trunk."

    Have the children make up other myths to explain natural facts. Consider these examples:

    "How the Cat Got His Whiskers"
    "How the Zebra Got His Stripes"
    "How the Wind Got Its Voice"

14. See "Believe It or Not," Cornering Creative Writing, pp. 35-36. This selection gives ideas to utilize in a learning center on myths.

15. Have the children experiment with different approaches for enjoying literature.

    a. Set aside a time each week for a "Reading Break." Ask each child to supply himself with adequate reading materials to be used for a twenty-minute period. He may bring books from home, the library, or make selections from the room resources. Everyone, including the teacher, spends this period reading silently for self enjoyment. Place a "Do Not Disturb" sign on the classroom door. Allow each child to select a comfortable spot for this period where he will reamin for the entire time.

b. Designate an area of the room as the "Magic Carpet." Place a rug on the floor and let the children sit in this area to pretend they are aboard a flying carpet taking them to "Reading World."

c. Use a large appliance box and convert it into a Hawaiian house (hale) by covering it with fringed crepe paper to look like a grass hut. Allow the child to place a lei around his neck and enter the "hale" to read.

d. Choose a quiet corner of your classroom as a "Poet's Haven." Ask children to read favorite poems from a "Poetry Drawer" of your favorite poems. Allow each child to add his favorite selections and compile a classroom "Poetry Drawer." Build from these selections:

"Come, Little Leaves," G. Cooper
"My Shadow," R. L. Stevenson
"Black and Gold," N. B. Turner
"Cat," M. B. Miller
"The Months," Communicating, Heath, p. 26
"Walking in the Woods," K. Reeves, Communicating, Heath, p. 165
"Pleasant Tastes," Ilo Orleans
"Fingers," Eve Merriam
"Little Talk," Aileen Fisher
"The Animal Store," Rachel Field
"'I Can't,' said the Ant," Polly Cameron
"About the Teeth of Sharks," John Ciardi
"Mice," Rose Flyeman
"Tom Tickleby and His Nose," Laura E. Richards

16. Create an experience to acquaint children with Caldecott award books. Explain the meaning of this award to the children. Choose from this category, books to use in different activities or stations. The following selections are examples:

One Fine Day, Hogrogian (Have children share through creative dramatics.)
Funny Little Woman, Mosel (Have children view and listen. Use the dukane projector, cassette, filmstrip.)
Madeline's Rescue, Bemelmans (Have children create an ending to this story.)
Drummer Hoff, Emberley (Have children express reactions through painting.)
May I Bring a Friend, DeRegniers (Have children make the animal friends from clay or bread dough.)

Note: This would be a good activity to organize as stations on a grade level in conjunction with the school librarian. Each teacher and the librarian would take responsibility for certain selections and activities. The children would be divided into groups and rotate through each station.

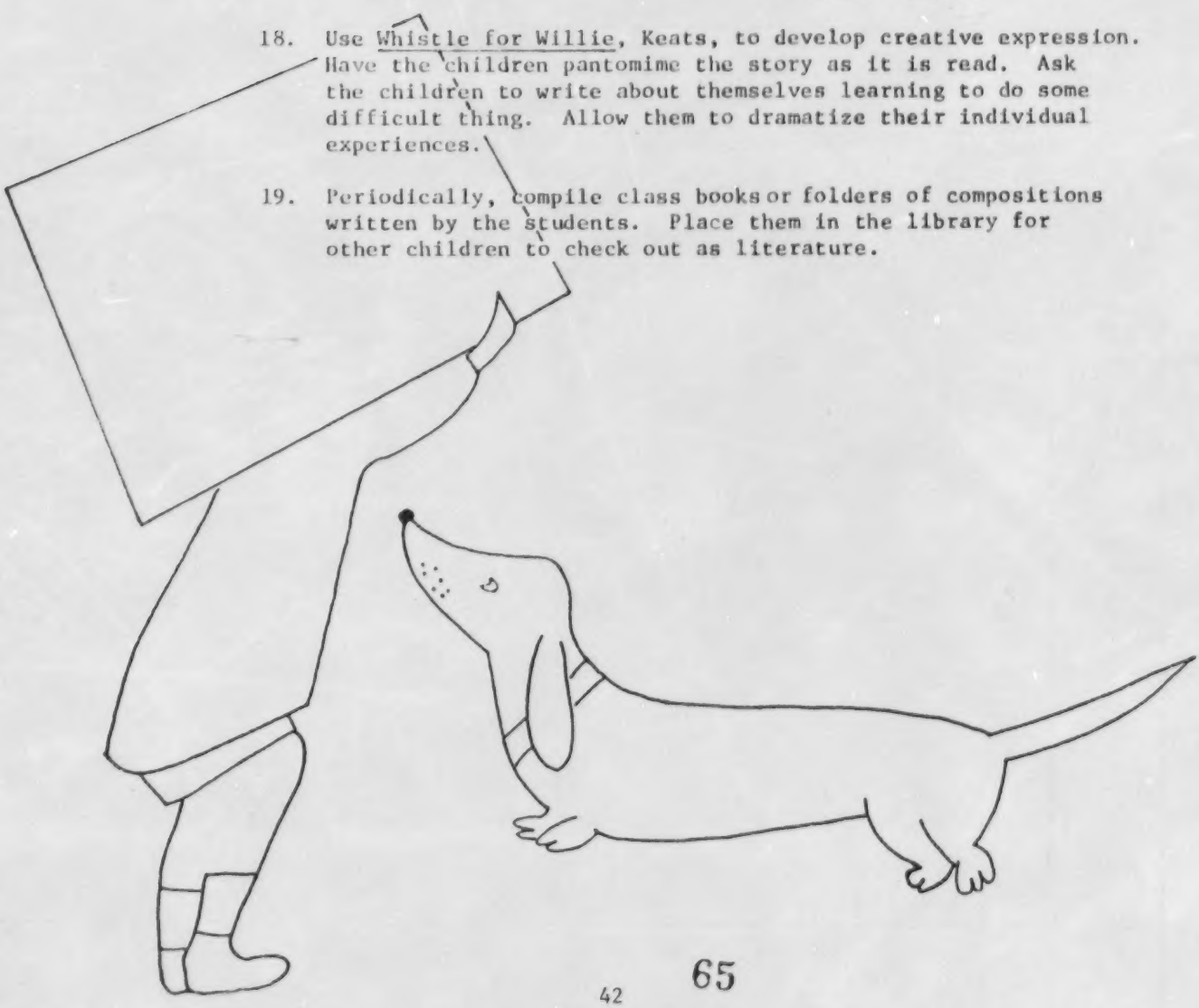
(Donna Olcott)

17. Use this activity to acquaint children with library resources. Group your class according to reading ability. Use two categories. Introduce one group to biographies of famous people (921 shelf of library). Guide the other group to animal stories. Allow each child to make his own book selection and keep it for two weeks. Have children use Pupil Sheets #10 and #11 (Appendix) to organize their information

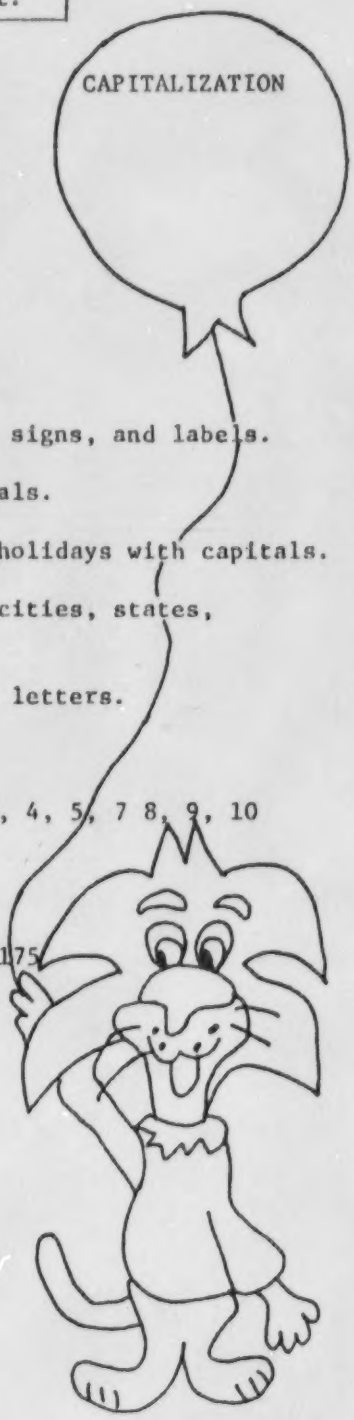
(Donna Olcott)

18. Use Whistle for Willie, Keats, to develop creative expression. Have the children pantomime the story as it is read. Ask the children to write about themselves learning to do some difficult thing. Allow them to dramatize their individual experiences.

19. Periodically, compile class books or folders of compositions written by the students. Place them in the library for other children to check out as literature.



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Capitalize the word I.
2. Begin sentences with capital letters.
3. Capitalize the names of people and pets.
4. Place capitals on story and book titles, signs, and labels.
5. Use capital letters for titles and initials.
6. Start the days of the week, months, and holidays with capitals.
7. Begin names of schools, streets, towns, cities, states, and countries with capital letters.
8. Capitalize the greetings and closings of letters.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1, 2, 3, 4, 5, 7 8, 9, 10
2. Communicating, Heath

   I, p. 174
   Capital letters, pp. 23, 124, 127, 174, 175
   Days of week, pp. 124, 174
   Titles of persons, pp. 36, 174-175
   Names of cities, pp. 23, 36, 174
   Holiday, pp. 36, 174
   Months, pp. 23, 36, 174
   Persons, pp. 23, 36, 174
   Pets, pp. 36, 174
   Titles of poems, pp. 127-174

3. Flair

   Month poems, p. 119

4. The World of Language, Follett (T. E.)

   Holidays, pp. 20-21, 101

CAPITALIZATION

5. Filmstrips:

"Capitalization. Don't Hide in Trees," Troll Associates - 425 (A-V Center)

6. Kits:

Interaction Activity Pak I-b, Packet 2f

7. Library Books

Chicken Soup with Rice, Sendak
Do You Want to See Something?, Merriam
Around the Year, Tasha Tudor
The Bear's Almanac, Berenstain
A Year in Bear Country, Berenstain
Over and Over, Charlotte Zolotow
Skip Around the Year, Aileen Fisher

HELPFUL ACTIVITIES: Refer to pp. 46-49.

PUNCTUATION

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Use a period after statements.
2. End abbreviations and initials with periods.
3. Close asking sentence with a question mark.
4. Conclude sentences showing strong feeling or surprise with exclamation marks.

5. Place commas in dates.
6. Use commas in the greeting and closing of letters and in addresses.
7. Put apostrophes in contractions and possessives.
8. Include dashes between inclusive numbers. (ex.: 21-29)

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1, 2, 3, 5, 10
2. Communicating, Heath

   Apostrophes in contractions and possessives, pp. 152, 153, 179
   Commas, pp. 142, 180
   Exclamation marks, pp. 35, 180
   Periods, pp. 34, 35, 180
   Punctuation marks, pp. 34, 179, 180
   Periods after titles of persons, p. 36
   Question marks, pp. 34, 180

3. The World of Language, Follett (T. E.)

   Contractions, pp. 96, 97
   Abbreviations, pp. 105, T36, T48, T102, T137

4. Creative Writing Masters, Level 2 (IMC)
5. Filmstrips:

   "Punctuation Marks," Troll Associates - 425 (A-V Center)
   (Order by title.)

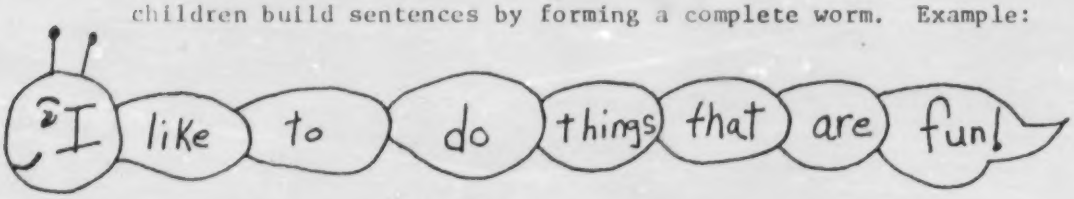
6. Library Books

   Exclamations, What Good Luck! What Bad Luck!, Charlip

CAPITALIZATION

HELPFUL
ACTIVITIES: *1. Use the bookworm story (Pupil Sheet #4 - Appendix) on the chalkboard, overhead projector, or opaque projector as a diagnostic test. Have the children write the story correctly. Tell the children how many capital letters, periods, question marks, and exclamation marks are used. If this activity is used as an evaluation, omit specifying the number of capitals and punctuation marks.

*2. Cut several head shapes, body segments, and tails from construction paper. Place a vocabulary word on each segment. Any word in head position must begin with a capital letter. Tails must have either a ., ?, or ! on them. Have the children build sentences by forming a complete worm. Example:



*3. Provide each child with a large cut-out period, question mark, and exclamation mark. Choose a leader. Have him give a sentence (asking or telling). The first child to respond correctly by holding up the correct sign becomes the new leader.

4. Write riddles (metaphors) using the word I. Act out the riddle through role playing. Example:

I am a what's-it.
I am furry.
I like purple plums.
What am I? (Illustrate answer and name it.)
(Nydia Klepper)

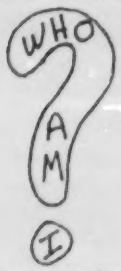
Refer to section IV of Stage, pp. 40-51.

5. Read the poem, "The Back to School Pencil." Display a copy of this poem. Ask the children to look for the word I and count how many times it appears. Point out that I is always capitalized.

The Back to School Pencil

"Ouch," said the pencil, as mad as could be,
"Some naughty school child is chewing on me."
"You-all," said the pencil -- he came from the south,
"Never should put me inside of your mouth."
"I often am dirty, I fall on the floor,
I'm covered with germs, and -- what's more--"
"I'm not for eating, I'm filled up with lead,
From my red wooden coat to my black sharpened head.
Your teeth are for chewing, that's easy to see;
So use them at mealtime, and not on poor me!"

This could also be used for choral reading.

6. 

I am a ...	boy.
I live at ...	1010 St., N.E.
My birthday is ...	Jan. 10.
I say "neat" when ...	I ride horses.
I say "yecch" when ...	I eat spinach.
	I am

The teacher could make a chart as illustrated. Each child could take a turn in completing the sentences, which would be displayed beside the phrases. The other children would try to guess who the writer is. The writer's name could be hidden under a flap and revealed when the mystery is solved. Other questions could be added, such as:

3 things I like ...
3 things I don't like ...
There are _____ people in my family.

7. Refer to From Thoughts to Words: pp. 18-20, Christmas
pp. 74-76, Springtime
pp. 123-126, Halloween

Build these ideas into speaking, listening, puppetry, and creative dramatics. Individual ideas can be placed on a cassette or on a class chart.

8. Read a short story to the class, leaving off the title. Ask them to suggest titles. List these on the board. Then, have each child copy his preference, using capital letters in the appropriate places. Enjoy comparing the author's title with their own.

9. Observe signs and labels in school, at home, and in the community. Children could use various art media to make signs that they have seen. Cut labels from magazines, newspapers, or boxes. Develop functional signs such as supply labels (brushes), directional labels (west), and signs relating to other subject areas such as science, social studies and math.

10. Read "Mr. Pine's Mixed-Up Signs," (Ginn 360 May I Come In?) for enjoyment and discussion of signs. Use the poem "Signs," Ilo Orleans.

SIGNS

When I went riding
Yesterday
I watched the signs
Along the way.

"No Parking"; "Exit";
"to the Zoo";
"Traffic Circle";
"Fifth Avenue."

"Stay in Line";
And "Stop" and "Go";
"Tunnel"; "Bridge";
"Steep Hill"; "Go Slow."

"No Trucks"; "One Way";
"No Turns"; "Keep Right";
The signs are everywhere
In sight!

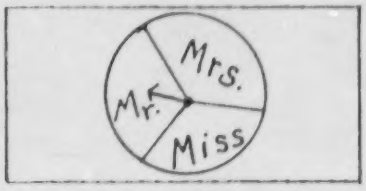
I read out loud
Each sign I saw,
So Daddy should
Obey the law!

Follow up with the Creative Writing Masters, Level 2 worksheet on signs.

11. Use Packet 2f of the Interaction Activity Pak I-b to select activities for centers or stations on signs and labels. This packet also has other suggestions for activities under this concept.

12. Discuss titles: A title sometimes gives a clue to the main idea of a story; it is intended to attract the reader. Put words on strip cards and place in a box. Have children arrange into usable titles and create a story from the title.

13. Use the following game to help children differentiate between words of similar appearance. Children could play in pairs or teams. Mini-spinners, as shown in the illustration, could be constructed from tagboard. The children take turns spinning the arrow. They must correctly say the word on which the arrow stops. They could use a game board and move up one square for each correct response. (Other abbreviations could be added, such as Dr., p., a.m., and p.m.)



14. Ask each child to write his full name on the board. Then have all the children write the initials for each name on paper.

15. Have a child responsible for writing the date on the board each day. Provide opportunities for children to date their papers, on art work, compositions, reading activities, etc.

16. Allow each child to ask five classmates for birthday months and write sentences as: Tom's birthday is in May.

*17. Play a sequence game: Scramble cards that contain the days of the week or months of the year. Have children arrange them in the correct sequence. Have a self-check answer card.

18. Use these poetry selections:

"Open the Door," Communicating, pp. 124-126
"The Months," Communicating, p. 26 (Correlated with social studies curriculum.)
"Open the Door" lends itself well to choral reading.

19. Select creative writing topics such as the following to be used for enjoyment as well as practice:

How would you feel if Christmas came on the Fourth of July? What if green snow fell to the ground in May?

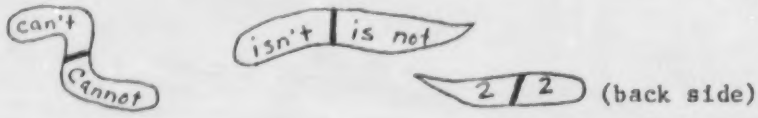
*20. Play "Sentence Detective." Read several sentences aloud, giving two or more directions without the usual sentence break; show how the meaning is obscured. Then reread the sentences so that children can identify them from the intonation or pauses. This should help the students become aware that the meaning is clearer when speakers group words for the listeners and lower or raise their voices.

21. Give children opportunities to read statements and questions orally. Show the importance of reading with proper stress, accent, pause, and pitch. Use literature books.

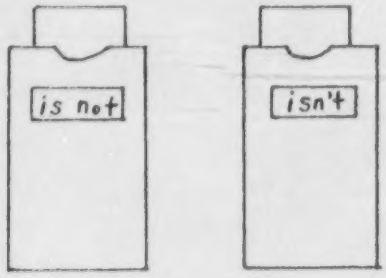
22. Play "Clapping Game." Children signal the end of sentences by clapping.

*23. Play "Hidden Contraction Game." On the tape recorder, dictate sentences using contractions. Children are asked to find the hidden contractions. Then, ask them to record sentences using contractions.

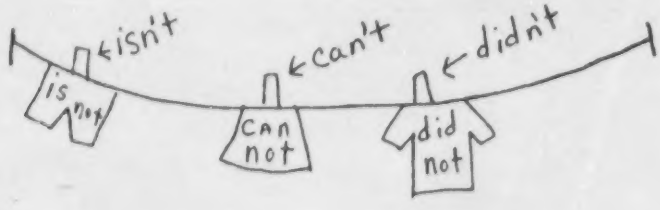
24. Make worm shapes from tagboard, as illustrated. Cut the worms in half. Match the two pieces. On the back, have matching numbers so the children can check their responses.



25. Make double-sided T-scopes. Construct a strip on which contractions are written on one side and the two words from which they are formed on the other. The child says the contraction (or vice versa) and turns it aound to check his accuracy.



*26. Construct a clothesline of contractions. Match the contractions on the clothespin to the two words on the clothes.



*27. Use Pupil Sheet #5 (Appendix) as a diagnostic or evaluative activity.

CONCEPT: Language has certain mechanical conventions.

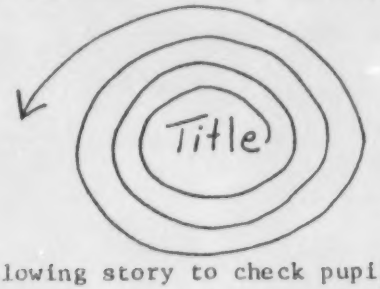
SKILLS: Proofread using the skills of capitalization and punctuation.

AVAILABLE RESOURCES:
1. Language for Daily Use, Chapters 3, 4, 5, 7

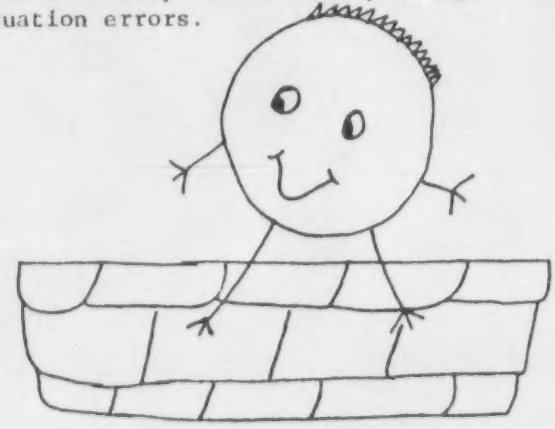
HELPFUL ACTIVITIES:
1. Use the Proofreading Guide (Pupil Sheet #6 - Appendix) to evaluate pupil's progress throughout the year.

   Note: Proofreading should be a continual process throughout the entire year. Language for Daily Use, uses the term "✓Making Sure" when referring to proofreading.

*2. Ask students to do a story in the form of a maze. Place the title in the center and write the story winding out from this point. This activity reviews the skills of capitalization and punctuation. Peers follow the maze to read the original story. This serves as a proofreading device.



*3. Use the following story to check pupil's understanding of proofreading. Put the story on a worksheet or transparency. Have the students proofread the story and circle spelling, capitalization, and punctuation errors.



lumpty dumpty

lumpty dumpty hat on a ball
lumpty humpty bad a grat tall
why coundnt all the ring's hourse and all the kings ten
put lumpty dumpty together again.

PARAGRAPHING

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Indent the first word in a paragraph.
2. Leave margins on the right and left-hand side of the paper.

AVAILABLE RESOURCES:

1. Handwriting Book 2

HELPFUL ACTIVITIES:

1. To introduce indenting, begin with an oral discussion of how authors group related sentences together. Ask the children what signal could be used to indicate a new thought. Show children various possibilities such as a red triangle, a butterfly, a horse's head, etc. Then ask if anyone knows what authors do to designate a new paragraph. After realizing that indentations are used, demonstrate this common procedure by using a variety of books.
2. Take the class to the office to see how the secretary uses the tab set on her typewriter to make indentations.
3. Correlate this with math. Have the children count the number of spaces various books have used to indent. Notice how the same number of spaces is used throughout a particular book.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Recognize that many words have more than one meaning.
2. Learn alphabetical order to find names of words quickly.

AVAILABLE RESOURCES:

1. Communicating, Heath
   Alphabetical order, p. 22
2. The World of Language, Follett
   Alphabetical order, pp. 7, 55, 69, T41, T58, T68, T132
3. Cornering Creative Writing, Imogene Forte
4. Dictionaries
   a. My Self-Help Dictionary, Macmillan
   b. Charlie Brown Dictionary, World Publishing Co.
   c. Weekly Reader Beginning Dictionary, Grosset and Dunlap, Inc.
   d. Richard Scarry's Storybook Dictionary, Golden Press
   e. In Other Words, Scott Foresman
5. Kits: (A-V Center)

   Interaction Activity Pak I-b, Packet 2f
6. Library Books

   My First Picture Dictionary, Lothrop and Lee
   Xerox Intermediate Dictionary, Grosset and Dunlap, Inc.
   Zoophabets, Robert Tallon
   Alphabeast Book, Dorothy Schmiderer
   Still Another Alphabet Book, Seymour Chwast
   CDB, William Steig
   C Is for Circus, Bernice Chardiet

HELPFUL ACTIVITIES:

1. Have the children arrange new reading vocabulary words in alphabetical order. They could also alphabetize the names of main characters in the stories of their reading book.
2. Use part B, Pupil Sheet #7 (Appendix) to check individual ability to alphabetize.

3. Read Zoophabets, Robert Tallon. Have each child choose the letter of the alphabet. Ask him to write and illustrate a page for a class "zoophabet" book. Assemble their pages in alphabetical order, bind together, and give the students a chance to read the booklet.

4. Play "If I were going to the moon ..." Have each child repeat the phrase and add a word starting with the next alphabet letter. Continue, using the entire alphabet. Example: If I were going to the moon, I would carry an ant.

*5. Have five short lists of words on the chalkboard. Ask five students to arrange them in alphabetical order. Repeat, using as many children as time permits.

6. Divide the class into two teams. At the signal "go," have each team arrange themselves in alphabetical order according to last names. Use a variation by giving them each a tagboard letter. The first group arranged wins.

7. Make the "Crazy Card" game (p. 146, Cornering Creative Writing). This game is designed to improve the student's alphabetizing skills.

8. Assemble a class dictionary of words for sounds. Let each student select a letter. Use hints to help them think of words.
Example: A - a word that means sneeze.
B - funny sound made by frogs.
Have each child illustrate and write a statement about his selection. See World of Language, p. 69, for a monster dictionary to be used instead of a sound dictionary.

9. Have each child keep a self word dictionary to use for personal writing reference. Use a page for each alphabet letter. As he needs a word added, have him bring the book opened to the correct page before you write the word.

10. Place a tree branch into a stand. Make artificial fruit out of paper. On each fruit, write words which have more than one meaning. Ask a child to pick one of the pieces and act out or illustrate the various meanings for his word. Examples:

bark	horn	trunk	orange
cap	glasses	ring	wave
			straw

*11. Set up the following as a learning center:
Put a group of words on a chart. Have the student find each word in a dictionary and write them in a-b-c order. As an added step, the student could write one or more definitions for each word and use each word in a sentence.

12. Use In Other Words, pp. 8, 14-15, 24, to compile lists of "worn-out words," "tired words," "strong words," "weak words," "precise, exact, and sharp words." Look up words to be used instead of these words when writing or speaking.

13. Find the following words in your Thesaurus, In Other Words. Follow the directions given by each word.

    (Note: Weekly Reader Beginning Dictionary may also be used for this activity.)

race	bumpy	laughable
friend	burst	soggy

14. Write the word "Said" on a transparency. Use In Other Words or Weekly Reader Beginning Dictionary to find words to use instead of "said." This may also be done with other "over-worked" words such as "run," "laughed," etc.

(Dorothy Greseth)

LETTER WRITING

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Introduce the form of friendly letters, thank-you notes, and invitations.
2. Follow the recommended form for addressing envelopes.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2, 5, 9, 10
2. The World of Language, Follett

   Pen pals, pp. 104, 105, T117
   Letters, p. 94

3. Handwriting Book 2, Palmer
4. Library Book:

   What Happens When You Mail a Letter, Arthur Shay

5. Language Games, Level 2, Instructional Fair, Inc.
6. Kit:

   Interaction Activity Pak I-b, Packet 2f (A-V Center)

HELPFUL ACTIVITIES:

1. The following guidelines may be used to introduce simple letter forms.

   a. Invitations
      State what is going to happen.
      Tell where it will take place.
      State when it will happen.
      Tell who is the host or hostess.

   b. Thank-you notes
      Reply promptly after you receive the gift or attend the event.
      Say thank you.
      Tell what you liked about the gift, trip, or party.

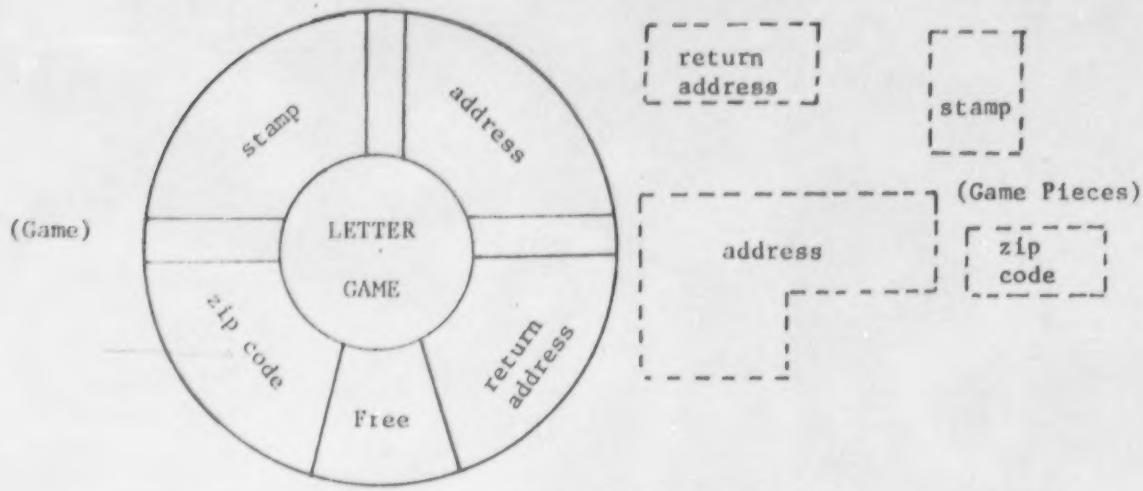
   c. Friendly letters
      Use this letter to share news with friends or relatives.
      Tell what you have been doing.
      Describe a special event.
      Explain something you plan to do soon.

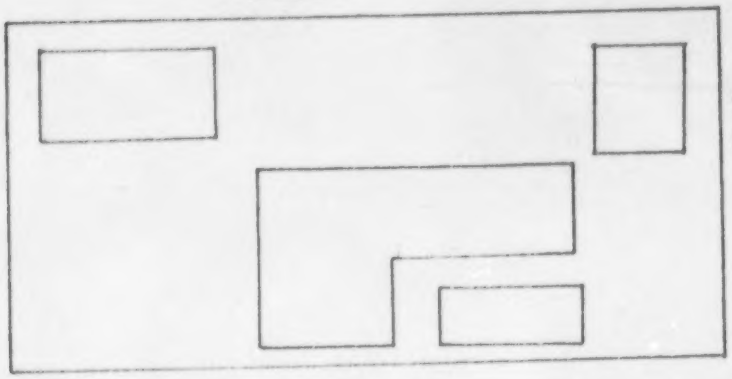
   d. Envelopes (See Appendix C.)

2. Have the pupils review what invitations include. Use Pupil Sheet #8 (Appendix) to introduce an activity where students design an invitation for a party they would like to have.

3. Play the game "Envelope Sequence." Make a large blank envelope. On strips of paper write a name, street address, city and state, and zip code. Have a child arrange the strips in correct order. Have him check his work with a self-check card.

4. Set up the following "Letter Game" as a station activity.





(Game Envelope)

Landing Pieces

penny, button, or paper clip

Directions: (for the teacher)

a. Draw the game board and place in the bottom of a box.
b. Make Game Envelopes, each on a different color.
c. Make Game Pieces to match the colors on the envelopes.
d. Provide Landing Pieces, one for each player.
e. Post the rules and explain them.

Rules: (for the students)

1. Each player places his Game Pieces in a pile next to his Envelope.
2. In turns, the players toss their Landing Piece onto the Game board.
3. The player puts the piece on his envelope that matches the area landed on the game board.
4. The first player to complete his envelope correctly is the winner.

Note: This game was taken from the Jr. Postman magazine put out by the U.S. Postal Service.

5. Correlate the addressing of valentines with envelope addressing practice. Divide the class into five groups. Ask each group to select an imaginary street name. Have each child address his valentine envelopes using the correct envelope form. Introduce this project two weeks before Valentine's Day to allow ample time for completion.

6. Preceding an open house, have each child write a letter to his parents following the suggested guideline in number one. Ask the parents to write a reply letter. Let each child share his letter with the class.

7. Arrange with another second grade teacher in the Rochester system to exchange letters written by their respective classes. Plan a "get-together" with the other class.

(Ruth Schellhammer,
Lavonne Ryberg, Sunset Terrace)

8. Select the appropriate cards from Interaction Activity Pak I-b, Packet 2f, to set up student-centered activities on letter writing.

*9. Use Pupil Sheet #9 (Appendix) as an evaluation on letter form.

APPENDICES

APPENDIX A

ORAL AND WRITTEN USAGE PROBLEMS

in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reinforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

APPENDIX B

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc., to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian.
Good Citizenship Care of books	Clean hands. Page turning (upper right-hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place--lost if not back in right place.	Teacher with help librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc., to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes.	Teacher (Librarians help in this process.)
	The students are shown how a book is catalogued and given a check-out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well-illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for story-telling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material.	Teacher (when using textbooks)
	Title page, author and illustrator	Librarian and teacher

GRADE 1 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books.
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

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GRADE 2

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoyment of literature	Read variety of books and books by same author to children. Continue appreciation begun in Grade 1. Promote habit of going to library to satisfy individual or class interests. Help children select books at their own reading levels. Provide sympathetic guidance and attention to child's book selections. Encourage balanced reading. Provide browsing time for selection of recreational reading material.	***Librarian and teacher
	Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc., to stimulate and encourage reading.	Librarian and teacher
Creating and sharing literature with others	Continue practice begun in Grades K and 1 in which students create their own "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read.	Teacher (Librarians help when needed.)
Illustrations	Continue with work begun in Grade 1. Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc.	Librarian
Parts of book	Continue with title page as to title, author, illustrator.	Librarian
	Review table of contents.	Teacher w/textbooks
	Look for parts in their own selections.	Librarian
Use of library	Explain and discuss different areas of library; their importance and use. Explain arrangement of books on shelf as needed by group.	Librarian
Arrangement and replacement of books to shelves	Review placement of books to easy section. Teach alphabetical shelf arrangement.	Librarian (Teacher when help is needed while learning.)

GRADE 2 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good Citizenship	Building habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book.	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bookmobile	Teacher and/or librarian

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GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, storytelling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests. Continue motivating activities to encourage reading.	***Librarian and teacher Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed.)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books - Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title, table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction and nonfiction. Find an easy book of fiction and nonfiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

GRADE 3 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (optional)	Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the nonfiction section such as: Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines pertinent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

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GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities.	***Librarian and teacher
	Provide activities to stimulate reading.	Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' own "literature."	Teacher (Librarian when help is needed.)
Encyclopedia	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title page, table of contents, index, glossary. Introduce publisher, place, copyright date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes.	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction). Newbery books Author books	***Librarian
	Supplementary books or materials to correlate with the reading program (varies within buildings).	(Classroom teacher) (Reading teacher) (Librarian)
	Continue providing motivating activities to stimulate reading.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, nonfiction reference, pamphlet file. Audio visuals where needed.	Librarian
	Dewey Decimal system reinforcement.	Librarian and teacher
Parts of book	Review--cover, title page. Stress preface, copyright date, index, glossary, table of contents.	Librarian and teacher
Card catalog skills	Types of cards (Review and stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials Annotations found on catalog cards.	Librarian
Encyclopedias	Review Arrangement of topics Guide words Index Cross references Compare available encyclopedias	Librarian and teacher

GRADE 5 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Yearbooks Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading materials contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with an emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading.	***Librarian and teacher
	Provide and encourage activities which will stimulate students to read.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed.)
Encyclopedias General	Review in general Stress Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary--tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine Indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines. Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

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***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

1401 Maple Street N.W.
Rochester, MN 55901
May 6, 1974

Greeting

Dear Stuart,

Body

Closing Signature

Your friend,
Ross Jones

Return address

Ross Jones
1401 Maple Street N.W.
Rochester, MN 55901

Address

Stuart Randall
171 Green Avenue
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.
Rochester, MN 55901
October 21, 1974

Inside address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

_____

_____

_____

_____

Closing signature

Yours truly,
Jim Doffer

Return address

Jim Doffer
1602 Fourth Street S.E.
Rochester, MN 55901

Address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

Alabama	Ala.	(AL)	Missouri	Mo.	(MO)
Alaska		(AK)	Montana	Mont.	(MT)
Arizona	Ariz.	(AZ)	Nebraska	Nebr.	(NB)
Arkansas	Ark.	(AR)	Nevada	Nev.	(NV)
California	Calif.	(CA)	New Hampshire	N.H.	(NH)
Canal Zone	C.Z.	(CZ)	New Jersey	N.J.	(NJ)
Colorado	Colo.	(CO)	New Mexico	N. Mex.	(NM)
Connecticut	Conn.	(CT)	New York	N.Y.	(NY)
Delaware	Del.	(DE)	North Carolina	N.C.	(NC)
District of Columbia	D.C.	(DC)	North Dakota	N. Dak.	(ND)
Florida	Fla.	(FL)	Ohio		(OH)
Georgia	Ga.	(GA)	Oklahoma	Okla.	(OK)
Guam		(GU)	Oregon	Oreg.	(OR)
Hawaii		(HI)	Pennsylvania	Pa.	(PA)
Idaho		(ID)	Puerto Rico	P.R.	(PR)
Illinois	Ill.	(IL)	Rhode Island	R.I.	(RI)
Indiana	Ind.	(IN)	South Carolina	S.C.	(SC)
Iowa		(IA)	South Dakota	S. Dak.	(SD)
Kansas	Kans.	(KS)	Tennessee	Tenn.	(TN)
Kentucky	Ky.	(KY)	Texas	Tex.	(TX)
Louisiana	La.	(LA)	Utah		(UT)
Maine		(ME)	Vermont	Vt.	(VT)
Maryland	Md.	(MD)	Virginia	Va.	(VA)
Massachusetts	Mass.	(MA)	Virgin Islands	V.I.	(VI)
Michigan	Mich.	(MI)	Washington	Wash.	(WA)
Minnesota	Minn.	(MN)	West Virginia	W. Va.	(WV)
Mississippi	Miss.	(MS)	Wisconsin	Wis.	(WI)
			Wyomong	Wyo.	(WY)

ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accommodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: Chapter 7 in Language for Daily Use systematically takes the student through the process of oral and written reports. The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
- -Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
- -Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
- -Sentences record events in sequence.
- -Children express ideas through stories and poems.

GRADE 3: The paragraph
- -Additional sentences help express a complete idea.
- -Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
- -The paragraph is an idea unit.
- -Organize the paragraph using time order sequence.
- -Organize the paragraph using space order sequence.
- -Use relevant details in developing the paragraph.

GRADE 5: The paragraph
- -Define the topic sentence.
- -Use details.
- -Expand the paragraph.
- -Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
- -Use main ideas in making topic sentences and titles.
- -Relate sentences and ideas.
- -Expand paragraph content concisely.
- -Organize the paragraph.

GRADE 7: The paragraph and narrative composition
- -Review paragraph essentials.
- -Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

____ 1. Have I selected a specific topic for my report?
My topic is something--
_____ I am interested in and would like to learn more about.
_____ I can find information about.
_____ I would like to share with someone else.
My topic is specific enough for my report. ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie.")

_____ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____ 3. Have I used several sources to get information for my report?
____ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?

____ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____ 4. Have I written in my own words sentences to answer my specific questions?

_____ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____ 6. Have I written my report from my notes in paragraph form?
_____ Do my ideas follow one another in a clear manner?
_____ Have I proofread my final copy?
_____ Have I combined facts and imagination to create an interesting report?
_____ Have I taken pride in my report?

Reporting facts may have an imaginative approach:

Columbus and I Discovered America

I am Herman, a house cat. But I spent a lot of time on a boat when I helped discover America. You see, it all started back in 1492 when I sailed with Columbus when he discovered America. Whew, it was a long voyage--especially for a cat that is not used to water. Let me explain what happened ....

LIST OF ENGLISH LANGUAGE ARTS FILMS

Kindergarten

8-614 "Apryl and Her Baby Lamb"
8-64 "Big Red Barn"
4-224 "Ferdinand the Bull"
4-316 "Goldilocks and The Three Bears"
4-935 "Hailstones and Halibut Bones: Part I"
4-936 "Hailstones and Halibut Bones: Part II"
4-126 "Hare and the Tortoise"
4-634 "How Long Is a Minute?"
8-368 "Jazzoo"
8-10 "Leaves"
4-174 "Little Red Hen"
4-180 "Mother Goose Stories"
8-246 "Mr. Moto Takes a Walk"
4-772 "Names, Names, Names"
8-64 "Puss in Boots"
4-527 "Sheep, Sheep, Sheep"
4-242 "Sparky, the Colt"
4-249 "Story About Ping"
4-522 "Wee Geese"

Grade One

8-64 "Big Red Barn (The)"
4-262 "Just One Me"
4-133 "Little Red Riding Hood"
8-683 "Merry-Go-Round Horse"
4-590 "Naughty Owlet (The)"
4-677 "Right Thumb, Left Thumb"
4-213 "Rumplestiltskin"
8-583 "Sleeping Beauty (The), Brier Rose"
4-523 "Z Is for Zoo"

Grade Two

4-460 "Communications: A First Film"
8-75 "Dragon Stew"
4-237 "Elephant Eats, The Penquin Eats: Nouns"
4-533 "Hello Up There"
4-587 "How the Elephant Got His Trunk"
4-585 "How the Whale Got His Throat"
8-267 "Listening'
4-258 "Monkey See, Monkey Do: Verbs"
4-676 "The Point of View Movie"
4-649 "Punch and Jonathan"
4-539 "The Puppet Show Caper"
4-108 "Rapunzel"
4-256 "Tale of the Groundhog's Shadow"
4-535 "Ugly Duckling"
8-119 "Word World"

Grade Three

8-786 "City Awakens (A)"
4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
8-787 "Hop Scotch"
8-8 "House That Wasn't There (The)"
4-586 "How the First Letter Was Written"
8-615 "Letter to Grandmother (A)"
4-332 "Let's Write a Story"
8-619 "Little Airplane That Grew"
8-1120 "Paragraph Park"
8-1118 "Sentence City"
4-635 "Signs, Symbols, and Signals"
4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475 "Story of a Book"
4-158 "Story of King Midas (The)"
4-582 "Where Should a Squirrel Live?"

Grade Four

8-1017 "Basic Reading and Writing Skills"
4-591 "Buttercup"
8-617 "Caterpillar"
8-619 "Clown"
8-741 "Dead Bird (The)"
8-761 "Discovering Language: The Alphabet Story"
8-632 "Haunted House (The)"
4-8 "Horses"
8-655 "Kevin"
8-634 "Legend of the Magic Knives (The)"
4-517 "Magic of Communicating"
4-2 "Making Haiku"
4-582 "Once There Were Bluebirds"
8-1153 "Seeing Through Commercials"
12-753 "Selfish Giant (The)"
4-589 "Snow"
4-250 "Story Acting Is Fun"
16-523 "White Mane"
8-1212 "Stop That Period, Period That Stop"

Grade Five

4-588 "Africa"
4-53 "Building Better Paragraphs"
4-536 "Casey at the Bat"
8-1014 "Five Basic Skills"
8-633 "Follow Mr. Willoughby"
8-641 "Get the Message"
4-592 "Good Goodies"
8-373 "Improving Your Oral Reports"
8-765 "Painting With Words"
8-628 "Story of Zackary Zween"
4-276 "We Discover the Dictionary"
12-525 "Winter of the Witch"

Grade Six

8-799 "The Jail Door Went Clang"
4-79 "Leaf"
8-778 "The Man Who Bought Monday Night"
8-777 "Mean, Nasty, Ugly Cinderella"
8-631 "The Perils of Priscilla"
8-616 "A Rainy Day Story"
8-322 "Saga of Windwagon Smith"
8-620 "Searching Eye"
8-597 "Tales of Hiawatha"
8-80 "Teiva"
8-776 "What's Riding Hood Without the Wolf?"

COMPOSITION PROGRESS CHART*

	WRITING ACTIVITY												
WRITING PROBLEMS													
PROOFREADING													
SPELLING ERRORS													
SUBJECT-VERB AGREEMENT													
RUN-ON SENTENCE													
INCOMPLETE SENTENCE													
TENSE CHANGE													
ORGANIZATION OF IDEAS													
PARAGRAPH STRUCTURE and INDENTING PARAGRAPHS													
CAPITALIZATION ERRORS													
MARGIN													
PUNCTUATION													
PERIOD .													
COMMA ,													
APOSTROPHE '													
"QUOTATION MARKS"													
EXCLAMATION MARK! QUESTION MARK?													
DIVIDING WORDS AT END OF LINE													
USAGE ERRORS													
IDEAS NOT CLEAR													
NEATNESS													

*This is only a sample chart which requires modification according to the grade level at which it is used. It is recommended that a chart be attached within each student's writing folder for the student to record his progress in composition.

BOOKS TO READ TO CHILDREN

- GRADE TWO -

Beim, Jerrold	Two Is a Team
Bond, Michael	Paddington Abroad
Brock	Drusilla
Cleary, Beverly	Runaway Ralph
Collodi, Carlo	The Adventures of Pinocchio
Daugherty, James	Andy and the Lion
Fisher, Dorothy	Understood Betsy
Hader	The Big Snow
Haywood, Carolyn	Eddie and His Big Deals
Joslin, Sesyle	There Is a Dragon in My Bed
Kipling, Rudyard	How the Leopard Got His Spots
Leaf, Munro	The Story of Ferdinand
McCloskey, Robert	Make Way for Ducklings
Miles, Miska	Annie and the Old One
Milne, A. A.	Winnie the Pooh
Minarik, Else	Little Bear's Visit
Peet, Bill	(Many of his titles)
Politi, Leo	Rosa
Potter, Beatrix	The Tale of Peter Rabbit
Reyher, Becky	My Mother Is the Most Beautiful Woman in the World
Schultz, Charles	Charlie Brown and Snoopy
Skig, William	Sylvester and the Magic Pebble
Spyri, Johanna	Heidi
Travers, Pamela	Mary Poppins
Wilder, Laura Ingalls	The Little House in the Big Woods
Zimnik, Reiner	The Bear and the People

APPENDIX I

SPELLING LISTS

Before completing the elementary years, most children should demonstrate a proficiency in pronouncing, spelling, and using each of the words found on the four lists in this appendix: "Dolch Basic Sight Vocabulary," "100 Spelling Demons," "Homonyms," and the "Pollock Word List." Using the weekly lists in spelling book can be effective; however, within those weekly lessons, time should be devoted to the study and mastery of words from the four lists.

DOLCH BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show

Dolch Basic Sight Vocabulary (continued)

sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
the[illegible]
thi[illegible]k
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

HOMONYMS - HOMOPHONES

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hew
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LISTS

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurrence

across

beautiful

disappear

Indian

place

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

benefit

cousin

APPENDIX J

PUPIL SHEETS

The following are sample Pupil Sheets which have been referred to throughout the Language Arts guide. They can be taken out and reproduced for use in your classroom.

1. Phrases - Diagnostic
2. Nouns, Verbs, Plurals - Diagnostic or Evaluative
3. Combining Sentences - Evaluative
4. Story - Capitalization, Punctuation - Diagnostic
5. Capitalization and Punctuation - Diagnostic
6. Proofreading Guide
7. Capitalization, Punctuation, Alphabetical Order - Evaluative
8. Sample Invitations
9. Sample Letter
10. Sample Library Information Form - Animal Books
11. Sample Library Information Form - Biographies

Pupil Sheet #1

A. Put a green box around the groups of words that are sentences.

1. Pooh and Piglet are good friends.
2. One rainy day
3. Kanga jumped over the
4. Halloween will soon be here.
5. In school we have fun.

B. Put the following words in order to make sentences.

1. An owl ate the worm.
2. Pooh has a red pot.
3. We had honey for lunch.
4. I ran to the door.

Pupil Sheet #1 Diagnostic

Name_____ Date_____

A.
1. Pooh and Piglet are good friends
2. One rainy day
3. Kanga jumped over the
4. Halloween will soon be here
5. In school we have fun

B.
1. ate the an owl worm

2. Pooh pot has a red

3. lunch we had for honey

4. ran I to the door

Pupil Sheet #2

A. Draw a red circle around the nouns and a blue circle around the verbs.

1. The girl hit the ball.
2. The ant ate the jam.
3. The class played a game.
4. The boy made a boat.

B. Look at the words in the boxes.

Print the correct word in each blank.

1. One dog barked
2. We are happy children.
3. My feet are wet.

Name _____ Date _____

A.

1. The girl hit the ball.
2. The ant ate the jam.
3. The class played a game.
4. The boy made a boat.

B.

dog dogs	1. One _____ barked.
child children	2. We are happy _____
foot feet	3. My _____ are wet.

Pupil Sheet #3

C. Put these sentences together using and.

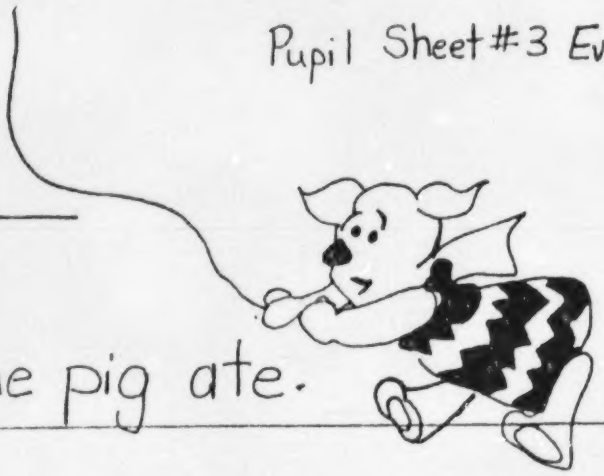
1. The dog and pig ate.
2. The boy ran and jumped.

D. Put these sentences together using who or that.

1. I did some art that was fun.
2. This is the girl who ate the pie.

Pupil Sheet #3 Evaluation

Name _____



C.

1. The dog ate. The pig ate.

2. The boy ran. The boy jumped.

D.

1. I did some art. It was fun.

2. This is the pig. He ate the corn.

Teacher's Guide

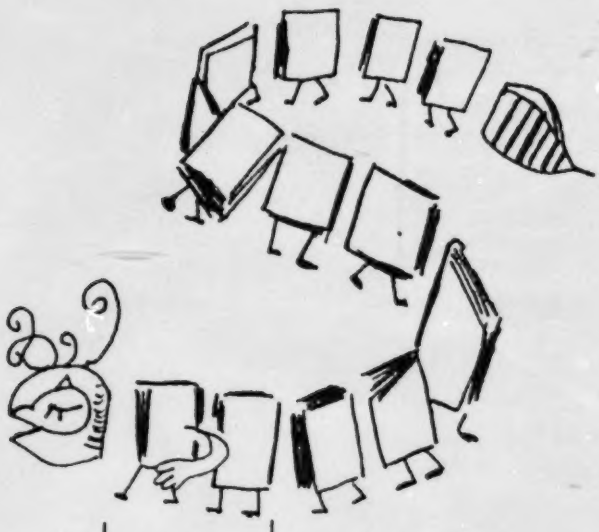
Pupil Sheet #4

Put this paragraph on the chalkboard or a transparency. The child is to copy the paragraph, putting in the capitals and punctuation marks where they are needed. If used as a diagnostic test, the teacher will tell the class how many of each there are. When used as an evaluation, do not tell how many errors there are.

CAPITAL LETTERS = 9
PERIODS = 5
QUESTION MARKS = 1
EXCLAMATION MARKS = 1

I am a bookworm.
My name is Crunchy.
I chew on yummy books.
Have you ever chewed
on books? Sue and Bob
found holes in their
books. Now all the books
have bookworm powder
in them. It is enough to
make a bookworm bawl!

Pupil Sheet #4



i am a bookworm
my name is crunchy
i chew on yummy books
have you ever chewed
on books sue and bob
found holes in their
books now all the books
have bookworm powder
in them it is enough to
make a bookworm bawl

Pupil Sheet #5

A. Circle the words that need capital letters.

1. (Don) and (Sue) like to have fun.
2. (Pluto) got the ball from (Jim.)
3. (Mother) and (I) will go shopping.

B. Put a . or a ? at the end of each sentence.

1. Do you like my bike? ?
2. This is fun. .
3. My paper is neat. .

C. Circle the words that need capital letters and put a . or a ? at the end of each sentence.

1. (Shall) (I) ask (Bob) and (Sue) to come?
2. (Mickey) (Mouse) had a lot of fun.
3. (It) is raining.
4. (Can) (Pluto) come with me?
5. (Copycat) is my friend.

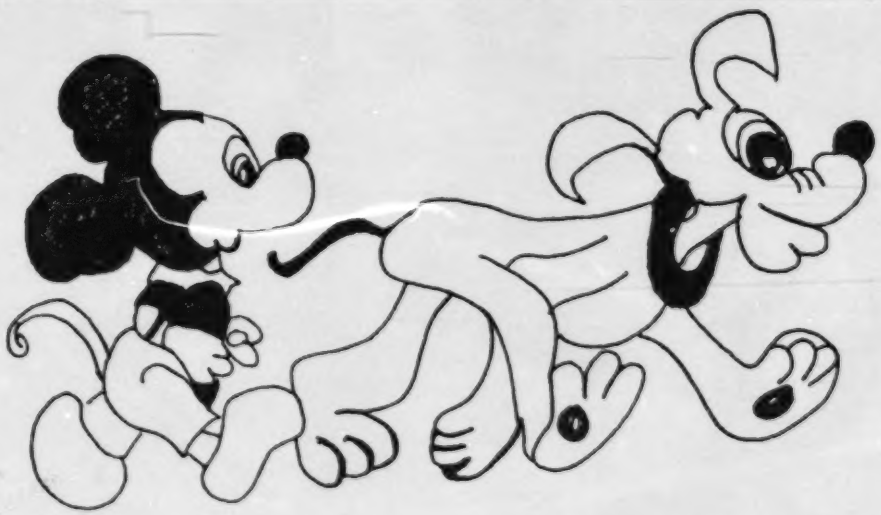
Pupil Sheet #5

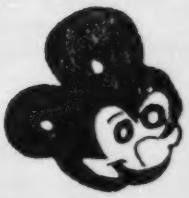
Name _____

A.
1. don and sue like to have fun.
2. pluto got the ball from jim.
3. mother and i will go shopping.

B.
1. Do you like my bike ____
2. This is fun____
3. My paper is neat____

C.
1. shall i ask bob and sue to come____
2. mickey mouse had a lot of fun____
3. it is raining____
4. can pluto come with me ____
5. copycat is my friend _____





PUPIL'S GUIDE TO PROOFREADING

1. Did I put my name and date in the right places?								
2. Does my writing make sense?								
3. Did I write complete sentences?								
4. Did I begin my sentences with capitals?								
5. Did I use capitals in my titles?								
6. Did I use the correct punctuation marks? (. , ? !)								
7. Can someone else read my writing?								
8. Did I indent for a paragraph?								
9. Did I leave a margin?								

Pupil Sheet #7

A. Circle all the words that should have a capital letter and put in the correct punctuation marks.

1. Halloween will be on Friday.
2. I went to see Mr. John R. Black.
3. My birthday is May 24, 1975.
4. Copycat found Chicago on a map.
5. Do you want to go?
6. Shall I ask Mary and Bob to go?
7. That was great!

B. Put each set of words in A-B-C order to make a sentence.

1. Boy's don't eat marbles.
2. Don't hurry past zoos.
3. Annie can deliver newspapers tomorrow.
4. Dirty ears need washing.

Pupil Sheet #7

Name _____

A. Can you use: capitals ? !

1. halloween will be on friday
2. i went to see mr john r black
3. my birthday is may 24 1975
4. copycat found chicago on a map
5. do you want to go
6. shall i ask mary and bob to go
7. that was great

B. Put each set of words in a, b, c, order

a. marbles don't boys eat

b. zoos hurry past don't

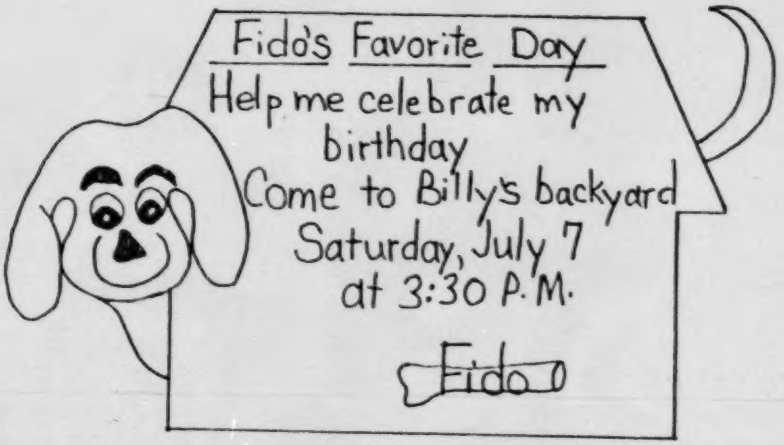
c. tomorrow annie newspapers can deliver

d. need dirty washing ears

Pupil Sheet #8

Sample Invitations

What kind of party would you like to have
Make an invitation for it.



Source:
Language and How To Use It Book 2
Scott Foresman

Pupil Sheet #9

Use the words on copycat's body to fill in the letter parts.

March 4, 1975

Dear Copycat,

We just got back from a trip. We went skiing in the mountains.

I am sending a picture of me on skis. Can you see my broken leg?

Your friend,

name of student

ANIMAL BOOK - GRADE 2

Name _____ Room _____

Title of book: _____

Author's name: _____

Was this a true book? _____

Was it a story book? _____

What is the most important animal or animals in the book?

_____

Why did you like this book?

_____

Draw a picture of the best part of the book.

Credit: Elaine Christenson

BIOGRAPHY - GRADE 2

Name _____ Room _____

Title of book: _____

Person book is written about:

_____

Author's name: _____

When did this person live?

_____

Where did this person live?

_____

Why was this person famous?

_____

What part did you like the best?

_____

Draw a picture about something you found interesting.

Credit: Elaine Christenson

ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

- GRADE 2 -

1. Perceiving and Describing

   a. Play a musical selection using the piano or rhythm instruments. Ask the students to interpret the mood and share a situation or character the music portrays.

      (Phyllis Lutter)

   b. Write descriptive paragraphs about particular colors.

      (Phyllis Lutter)

2. Sequencing

   a. Choose appropriate magazine pictures. Have each student study his own picture and be prepared to relate the following information (oral or written):

      What happened before?
      What happened in the picture?
      What do you think will happen next?

      (Phyllis Lutter)

   b. Provide students with cut-out figure (person, animal, flower, etc.). Have them paste their figure on 9 x 12 paper and use their colors to complete the picture. The students then write 2 or 3 sentences describing the scene and closes the story by telling what they think will happen next.

      (S. Lavine)

3. Station Activities

   a. Create a writing center called "Surprise Box." Provide a covered box with an item such as a stuffed toy inside. Have the children feel the item in the box but don't allow them to look at it. Ask them to write about what they felt and what they think it is. Display all papers with the object after they are finished writing.

      (Mrs. Lyndal Rieger)

   b. Set up a "Match Game" center where students can work in two teams. Provide phrase or sentence cards with a word missing on each card. As the leader holds up a card, the players on Team 1 each write down a word that would fill in the blank. Then the players on Team 2 give their responses orally. Points may be given for any correct match. As the leader holds up the next card, Team 2 writes the responses while Team 1 responds orally.

4. Sharing Literature

a. Promote the reading of books by making a bulletin board titled "Race To The Moon." Make rockets with the name of each student on them and place them on the bottom of the board. As the student reads a book, he fills out a cloud-shaped paper with the title of the book and some sentences telling about it. Place the cloud on the board with his rocket above it. Each time he reads a book, and makes a cloud for it, move the rocket up. When the child reaches the top of the board, put up a moon with his name on it and start him over again. Each of the following times he reaches the top, put a star on his moon.

(Marilyn Fisher)

b. Each time the student reads a book he especially likes, he fills out a 3 x 5 card with the title of the book, the author, and a short description of the book. These cards are kept in a file box for other children to refer to when they are looking for a good book.

(Marilyn Fisher)

5. A Plan for Classroom Management

Two second grade rooms may be combined and regrouped into six homogenous groups according to Language Arts abilities. One teacher takes the top three groups and the other teacher takes the bottom three groups. Set up activities so that each child participates in each of the following Language Arts activities each week: Creative Writing, Library, and Creative Dramatics (alternating with reading skill games every other week).

The Creative Writing centers are instructed by the two classroom teachers. The Creative Dramatics and reading games are planned by the classroom teachers and supervised by volunteer mothers. The library stations are planned with the librarian and supervised by the librarian and a volunteer mother.

In this program, each child can work in a small homogeneous group where he receives more individual help, providing for enrichment and more active participation.

(Ruth Schellhamer,
Lavonne Ryberg)